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BIG GREEN BULLIES: Politics at Dartmouth page 22

BLACK & WHITE TOGETHER Recalling The Movement page 30

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THE REVIEW OF ACADEMIC LIFE

FEBRUARY 1991
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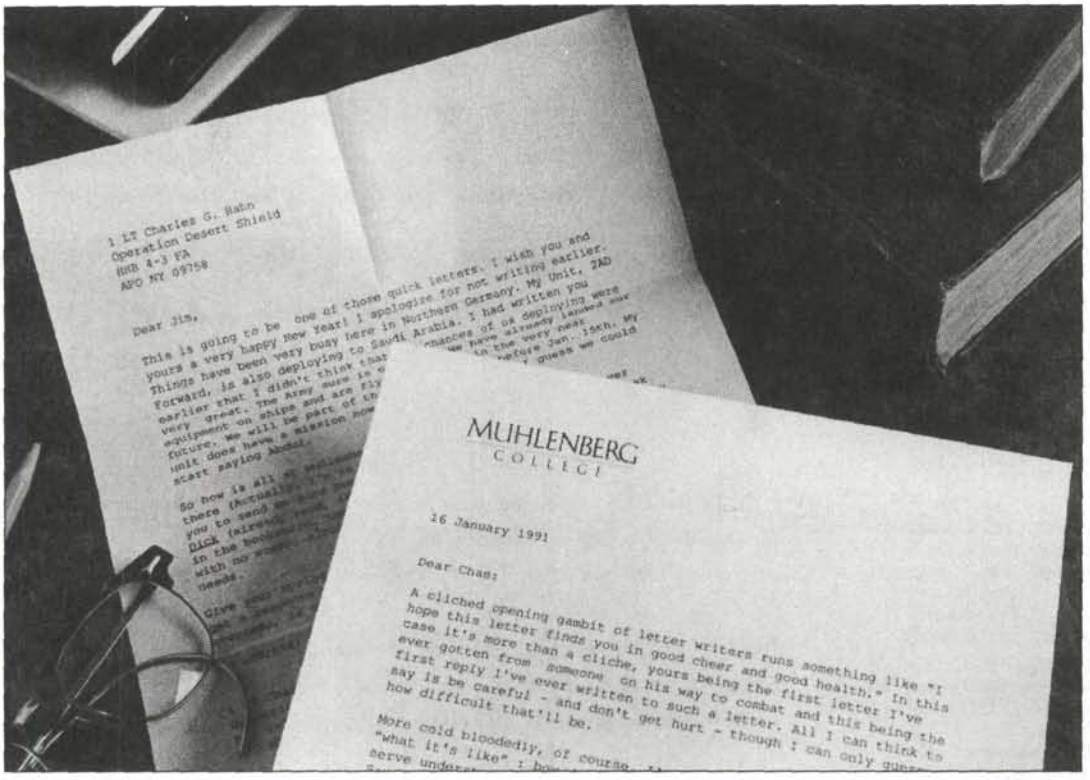
1 Lt Charles G. Hahn
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Dear Jim,
This is going to be one of those quick letters. I wish you and
yours a very happy New Year! I apologize for not writing earlier.
Things have been very busy here in Northern Germany. My Unit, 2AD
Forward, is also deploying to Saudi Arabia. I had written you
earlier that I didn't think that
very great. The Army sure is
equipment on ships and are fly
future. We will be part of th
unit does have a mission now
start saying Amen!
So how is all
there (actually
you to send
Dick (already
in the hospital
with my
needs.
MUHLENBERG
COLLEGE
16 January 1991
Dear Chas:
A cliched opening gambit of letter writers runs something like "I
hope this letter finds you in good cheer and good health." In this
case it's more than a cliche, yours being the first letter I've
ever gotten from someone on his way to combat and this being the
first reply I've ever written to such a letter. All I can think to
say is be careful - and don't get hurt - though I can only guess
how difficult that'll be.
More cold bloodedly, of course,
"what it's like"

PHOTO BY DOROTHEE AHRENS

MOBY DICK IN THE DESERT

A SOLDIER AND HIS PROFESSOR, WRITING, WAITING

Dear Jim,

This is going to be one of those quick letters. I wish you and yours a very happy New Year! I apologize for not writing earlier. Things have been very busy here in Northern Germany. My Unit, 2AD Forward, is also deploying to Saudi Arabia. I had written you earlier that I didn't think that the chances of us deploying were very great. The Army sure is exciting. We have already landed our *Continued on page 20*

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THE REVIEW OF ACADEMIC LIFE
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FIG. 1870 LOWELL, *AMONG MY BKS.* SER. I. 170 "WHAT CONCERN HAVE WE WITH THE SHADES OF DIALECT IN HOMER OR THEOCRITUS, PROVIDED THEY SPEAK THE SPIRITUAL *LINGUA FRANCA* THAT ABOLISHES ALL ALIENAGE OF RACE?"

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Letters to the *Editor*

DEADWOOD

Jon Wiener's account of the "deadwood" problem ("Dealing with Deadwood," Dec. 1990) is a fine and sensitive one but is so understated that many readers may miss the axes of controversy being ground and polished. It tends to blur the distinction between two very different sets of criteria for judging academic competence, that based on sheer quantity and frequency of publication, and Dean Kolodny's concern with justice for the "cutting edge" of scholarship, which sounds like an effort to assure that (for example) feminist/social-constructionist scholars are judged only by their peers in the very narrowest sense, i.e., other feminist/social–constructionists. Given the intense hostility between practitioners of different interpretive paradigms, Kolodny's concern is not absurd; but it obviously raises serious questions about the meaning of the intersubjective method of arriving at scholarly consensus. If only alikes can judge alikes, then in what sense is scholarly production a form of knowledge more reliable than anecdote, sensation, or journalism?

The question worth addressing is whether there is any way out of the current embattled academic scene, which does resemble Matthew Arnold's "darkening plain" on which "ignorant armies clash by night." The armies are often very learned but stubbornly resistant to discourse with those who don't accept their own axioms. Would it help if scholars abandoned their stubborn foundationalism and moved to a Richard Rorty–style acceptance that there is more than one way to interpret a document? Or does that give away the moral authority which attracted people to this life in the first place?

Fred Matthews, *Associate Professor, History, York University, Ontario*

One justification for sanctions against and trimming of "deadwood" is that the quality of their teaching suffers in direct proportion to the absence of research. One of the penalties under consideration in the U. C. system? Make them teach more. Come again?

Khachig Tololyan, *Chair, English Dept., Wesleyan University*

The issue is not that deadwood types should produce criticism. The issue is that the deadwood types (and the rest of us) should be required to stay abreast of the best criticism in their fields. Tenurees should be required to demonstrate—and demonstrate often—that they have read and are reading about their subjects.

"Cutting-edge criticism" itself is perhaps not the greatest good that our culture might aspire to. Broad-based cultural inquiry and study would add immeasurably to our universities. All of us (deadwood and livewood) need to read more widely, not more narrowly.

Tenure itself is the problem. It protects us too much. Why should academics be exempt from the struggle for survival? Our profession is despised throughout the land, and for good reason. Most folks see us as parasites, and much of what "most folks" say about us is true.

Nedra McCloud, *Teaching Fellow, English Dept., Univ. of North Texas*

It is not necessarily the case that nonpublishing professionals are still teaching what they learned in graduate school decades earlier. Some of them may be reading. In fact, one consequence of the requirement to publish is that if everyone is writing, who is reading?

A colleague of mine who has been editing a prestigious journal for over ten years reports that the level of scholarship has declined dramatically over the past ten years. It is now rare for anyone submitting an article to be knowledgeable of the relevant literature more than five years old.

Continued on page 29

Original Lives

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Field *Notes*

AH, THE AGE OF THEORY

AT SYRACUSE UNIVERSITY, an anonymous collectivity has apparently decided that introductory courses in heavy-duty hermeneutics are the best way to inspire our youngsters with a love of learning. This fall, the English major there was replaced by something called English and Textual Studies, whose course descriptions seem resolutely intended to utterly alienate (and bore) the average eighteen-year-old with a naive appreciation of, say, novels, poems, and essays. Breathlessly, the devisers of this curriculum announce, the new major requires freshmen and sophomores to boldly plunge into the world of Saussurean linguistics they have heard so little about.

As if the prospect of an invigorating dip into the waters of the *Course in General Linguistics* wasn't enticement enough, a lengthy rationale for the new curriculum appeared in a newsletter for undergraduate English majors. Herewith a few selections:

"GENERAL CONCEPTION. The new curriculum is organized not by coverage of a literary or critical canon but by a focus on the problematics of reading and writing texts. Such a curriculum attempts to distinguish between a traditional pluralism, in which there are many separate viewpoints and each exists without locating itself in relation to opposing viewpoints, and a multiplicity of positions, ... The purpose of a curriculum based on the latter model is not to impose one way of knowing on everyone but to make the differences between ways of knowing visible and to foreground what is at stake in one way of knowing over and against another. The goal is to make students aware of how knowledge is produced and how reading takes place and then to make them capable of playing an active and critical role in their society, enabling them to intervene in the dominant discourses of their culture."

"**ETS 141** *[one of two new required introductory courses]* focuses on the sign systems which form the ground of reading, while 241 examines issues about the positions from which one reads. In 141 the particular texts will vary from one section to another, but all sections will devote some attention to the impact of Saussurean linguistics on textual study and to the issues that Saussure largely ignores: language use and discursive practices. Thus the course will move from the question of what is a sign, through questions about sign systems ... to questions about the reader as agent of particular practices ...Then, in 241, each section will emphasize the issues raised by a specific reading practice, such as feminist, formalist, historicist, or psychoanalytic."

In their rigorously ill-written statement about the new major, the composers, a group of English faculty, mourn the loss of "their pedagogical object" (which makes you want to ask, in helpful maternal tones, "Now where did you have it last?"):

"The first element that allowed our discussions to maintain collectivity with neither the support of a common canon nor the envelope of an indifferent critical pluralism was the recognition that we had to live, uncomfortably, with our pedagogical object as somehow displaced. Whether in the language of alienation, of repression, of loss, or of self-division, we faced a common awareness that the assumption of a self-evident object of study disappeared along with the closed canon that once incarnated it. This could lead to another understanding of the canon as the formal displacement of its contents rather than as the container of traditional values. The recognition of constitutive displacement allowed us to see that the internal articulation of the curriculum could not be understood on the model of 'parts' to some 'whole,' whether the whole was envisaged as literary history, theory, or political stance. Instead it had to be a system of mutually interested differences."

But the real mutual differences may be those that distinguish pedagogue and pupil. A survey of English majors conducted by the department in the fall of 1989 revealed that most had chosen the major for the following reasons, in order of priority:

1. Always liked to write
2. Always liked to read
3. Always good at English
4. Interest in creative writing
5. Desire to read classics and improve cultural literacy
6. Intellectual curiosity
7. Desire to develop critical judgment and analytical thinking

Of the 177 students who returned their questionnaires (out of about 400 English majors), only 26 said they were planning to attend graduate school in English.

AH, THE AGE OF THEORY II

A RECENT AD IN THE PERSONALS COLUMN OF *The New York Review of Books* listed a forty-one-year-old married white female in search of a "Mahler-Cézanne-Kafka aficionado" to join in "an illicit but stable relationship." An intriguing invitation, to be sure, but not for just anyone. "No smokers," the ad cautioned, "or deconstructionists please."

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PHILOSOPHERS HAVE A WORD FOR IT

"THE PANTHEON OF PHILOSophy has contributed precious little to the English language," laments Dan Dennett, professor at Tufts University. "What can philosophy offer to compare with the galvanizing volts, ohms, and watts of physics, the sandwiches, cardigans, and raglan sleeves of the British upper crust, the sadomasochism of their Continental counterparts ...?"

To remedy the situation, he and colleagues around the country have been compiling over the years a Philosophical Lexicon rife with in-jokes. Occasionally, though, it does offer the rest of us a chance to augment our active vocabulary. Here are some selections from the latest, eighth edition:

buber, *v.* To struggle in a morass of one's own making. "After I defined the self as a relation that relates to itself relatingly, I buber ed around for three pages." Hence, **buber,** n., one who bubers. "When my mistake was pointed out to me, I felt like a complete buber."

chomsky, *adj.* Said of a theory that draws extravagant metaphysical implications from scientifically established facts. "Essentially, Hume's criticism of the Argument from Design is that it leads in all its forms to blatantly chomsky conclusions." "The conclusions drawn from Heisenberg's Uncertainty Principle are not only on average chomskier than those drawn from Gödel's theorem; most of them are downright merleau-ponty."

croce, *n.* A method of knitting spaghetti; thus, an intricate tangle.

derrida, from an old French nonsense refrain: "Hey nonny derrida, nonny nonny derrida falala ..."

foucault, *n.* A howler, an insane mistake. "I'm afraid I've committed an egregious foucault."

habermass (from the Middle High German *halber Marx;* cf. *ganzer Marx), n.* A religious ceremony designed to engender an illusion of understanding through chants describing socio-economic conditions. Hence also, habermass, v. "He **habermassed** Einstein; he attempted to deduce the special theory of relativity from the social structure of the Zurich patent office."

kripke, adj. Not understood, but considered brilliant. "I hate to admit it, but I found his remarks quite kripke."

heidegger, *n.* A ponderous device for boring through thick layers of substance. "It's buried so deep we'll have to use a heidegger."

lacanthropy, *n.* The transformation, under the influence of the full moon, of a dubious psychological theory into a dubious social theory via a dubious linguistic theory.

levi strauss *(trademark).* Manufacturer of coveralls to which symbols, emblems, and patches are usually applied. Originally levi strauss products were working hypotheses, then in the 1960s flaunting them in conventional settings acquired political significance. They are now accepted almost everywhere.

lyotard, *n.* The new clothes of the present king of France.

merleau-ponty, *adj.* In the wrong order, with confused foundations, said of a theory; figurative synonyms are upside-down, topsy-turvy, front-to-back. "The sense-datum approach to certainty was all merleau-ponty in the first place."

nozick, *n.* (from *nostrum* + *physick*). Political snake oil, a patent medicine, esp. a cathartic or purgative. "Waste not logick, not yet strong physick, on the Leviathan; serve it nozick, and stand back." — Hobbes.

quine, *v.* To deny resolutely the existence or importance of something real or significant. "Some philosophers have quined classes, and some have even quined physical objects." Occasionally used intr., e.g., "You think I quine, sir. I assure you I do not!"

santayana, *n.* A hot, exhausting wind originating in the desert areas of Spain.

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Field *Notes*

LIBERALS AND THEIR LASCIVIOUS HOTBEDS

DUKE UNIVERSITY MAY BE on the cutting edge of rad scholarship, but it's still in North Carolina, the state that can't help itself from reelecting Jesse Helms and that still officially prohibits sodomy and cohabitation. The stocks are no longer in use, but both sins against the state are punishable by fines and prison terms.

Duke housing officials recently ran afoul of this quaint legislation when they tried to extend housing privileges and other benefits to unmarried graduate-student couples. Stanford and the University of Oregon formally recognized domestic partnerships this fall, and Duke was prepared to do the same. But then university attorneys apprised Duke's dean for residential life, Richard Cox, of the state's 1805 cohabitation law: "If any man or woman not being married to each other shall lewdly and lasciviously associate, bed and cohabit together, they shall be guilty of a misdemeanor." (Non-lascivious cohabitors are apparently in the clear.)

"Our hands were tied," Cox concluded ruefully. "This isn't California, and we're not exactly in a hotbed of liberalism down here."

WHERE THE BOYS ARE

ANTHROPOLOGY HAS ALWAYS been the least male-dominated of the social sciences. More than half of the most recent crop of anthropology Ph.D.'s were women. In the United States, women like Margaret Mead and Ruth Benedict helped pioneer the field. And female anthropologists continue to publish abundantly.

Yet as much as they write, says SUNY Binghamton anthropologist Catherine Lutz, women are cited less often than men in the scholarly literature. Lutz counted the citations in four major anthropological journals over a five-year period and found not only that the citation rate of female authors lagged behind that of men but also that men cite women authors half as often as women do. Since Lutz regards citation as a form of "symbolic capital" that confers intellectual legitimacy and boosts professional standing, she reads a great deal into that discrepancy. What it amounts to, she says, is "the erasure of women's writing in sociocultural anthropology."

In an article in *The American Ethnologist* (November 1990), Lutz suggests women's authority may be devalued in the field because of the topics they tend to write about—gender studies, especially. On the other hand, she says, those topics themselves may receive short shrift precisely because it is mostly women who study them. "The material I compiled can't really answer which factor is more important," Lutz said in a telephone interview. "But analytically, it's impossible to separate the two—they're just too intertwined."

Similar studies have replicated Lutz's results in other fields, particularly economics and the natural sciences. (One study showed that a paper circulated to some students under the name John T. McCay and to others under the name Joan T. McCay was more favorably evaluated on a variety of criteria by the students who thought the author was a man.) But Lutz says the findings were particularly surprising in anthropology because "it's always assumed that when women reach a critical mass in a field—as they have in anthropology—certain gender bias practices will cease"

Lutz is pressing her research further to consider why men have "dominated the postmodernist critique of anthropology, even though feminists in the seventies had already articulated a lot of their ideas. I first noticed that in Michael Fis-

MOONING

THE PROBLEM OF BALANCING free speech rights and the right to be free from harassment has troubled many college campuses in the past few years. Should free speech be protected when its content is racist, sexist, or homophobic? At Bryn Mawr this heated debate has lately moved to a new plane when the group needing protection from harassment turned out to be not women or gays but pagans.

Yes, pagans—or "neo-pagans," to be precise. Neo-paganism, *The New York Times* recently informed us, has been on the rise on the Pennsylvania campus since the early 1980s. Although students hoping for good grades have long made offerings (a lock of hair or a half-eaten doughnut) to the campus statue of Athena, now growing numbers also worship other gods and goddesses, including a bust of Juno outside the campus library. As yet, Vanna White—Goddess of Love—has not apparently won any acolytes.

Not all Bryn Mawr undergrads have treated this neo-pagan awakening with equal reverence. Some students apparently deposited a cross of talcum powder outside the room where neo-pagans were celebrating the Celtic New Year. (That's October 31, in case you wanted to plan for next year.) Some insensitive administrators might have regarded this act as akin to burning a question mark on a Unitarian's lawn, but Bryn Mawr president Mary Patterson McPherson sternly reminded all students that "the college's policy on nondiscrimination on the basis of religion extends its protection to all."

For their part, the neo-pagans faithfully respect secular laws. Since last year they have helped to spark a revival of the custom of howling at the moon, a ritual that has attracted nonbelievers, including some professors who gather on the campus green to shriek into the night. But the participants have thoughtfully done their howling early in compliance with campus quiet hours.

—R. J. Lambrose

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cher and George Marcus's *Anthropology as Cultural Critique*, which is sort of the basic text of postmodernist anthropology, and which barely mentions feminism. There's some kind of psychodrama going on there in which men have ignored feminists while taking on a kind of feminine role themselves."

SIC TRANSIT GLORIA BREWSTER

THE YEAR 1989 WAS NOT A kind one for Yale presidents, past or present. First, Bart Giamatti hitched up his pants, expelled Pete Rose from baseball, and died. Soon thereafter, in the midst of Harvard's search for a new president, T-shirts began appearing in the Yard with the cautionary slogan "Schmidt Happens."

Now, from the same idyllic island where Giamatti met his demise—Martha's Vineyard— comes word of an even more bizarre presidential imbroglio. It seems, according to *The Vineyard Gazette*, that sometime last fall a self-employed recycler named Duane A. Benning was sifting through one of the Vineyard's dumpsters when he happened across some pre–World War II letters, clippings, and photographs he thought interesting enough to bring home to his wife, Moon Flower. Curious to find out more about the original owner of the artifacts—a certain Kingman Brewster, Jr.—Ms. Benning called New Haven directory assistance, where the operator replied that while there was no current listing for Brewster, she thought he might be president of Yale. A few more calls put Benning in touch with the Yale Archives. Not surprisingly, the staff was curious to hear more about this treasure trove belonging to the late president, which by now included doodles, unopened bills, ticket stubs, Brewster's senior thesis ("Bosanquet's Philosophy of the State: A Clue to a More Adequate Liberalism"), and the *pièce de résistance*, a letter from Charles Lindbergh thanking the future ambassador to the Court of St. James's for his support of the America First campaign. The archivist expressed definite interest, and eventually so too did Brewster's family. The bargaining was on.

PHOTO BY MARK LOVEWELL

The Bennings with their find

As this report goes to press, though, the various parties are still at loggerheads over the appropriate salvage fee. The Brewster family has apparently offered $500, but the Benning family (Duane, Moon Flower, and their daughter, Sage Flower) appear to be holding out for a minimum of $1,800 to cover both the original discovery and the labor of restoration. "My first job," Ms. Benning told the *Gazette*, "was to remove the essence of the dump from this collection."

The recyclers are patient, and they now have a lawyer. But until they reach an agreement, it seems the Bennings will be left without their compensation, the Brewsters without their memorabilia, and Benno Schmidt without a clue to a more adequate liberalism.

—R. J. Lambrose

SAFE BOOKS OF THE WESTERN WORLD

THE *ENCYCLOPEDIA BRITANNICA* FIRED THE LATEST SHOT IN the canon wars this past October at the Library of Congress when it introduced its revised sixty-volume set of the Great Books of the Western World, the first new edition since its original issue in 1952. The new version departs from the old by adding forty-five twentieth-century authors. Otherwise, not much else has changed. The ageless Mortimer J. Adler, who assisted University of Chicago president Robert Maynard Hutchins with the original selection, remains as the intellectual guiding force. And his handy Syntopicon, which arranges the great ideas into 102 categories, still holds the keys to the great books kingdom.

The authors themselves continue to be pretty much the same Dead White Men that Adler liked back in 1952. "No black American has written a great book," was Adler's simple answer to complaints about the Great Books' persistent whites-only policy. Like his kindred spirit, Saul Bellow, the Rain King, Adler is still waiting for the appearance of a Zulu Proust. As for women, he proudly pointed to the four women—Jane Austen, Willa Cather, George Eliot, and Virginia Woolf—who had been admitted to the Hall of Fame (pending a background check on their drug and gambling habits) as well as to the inclusion of a single woman (Dame Leonie Kramer of the University of Sydney) on the committee of consultants.

Such safe choices were presumably calculated not to upset any sherry glasses at the University of Chicago faculty club, which leads one to wonder whether Adler and his consultants were aware of current plans in Britain to remake Austen's *Pride and Prejudice* as a TV movie complete with steamy bedroom scenes and full frontal nudity from Daniel Day Lewis, the actor chosen to play Mr. Darcy. "The book is seething with sexual energy and packed with a lot of sexy young people dying to get at each other," explained screenplay author Andrew Davies.

Then, again, perhaps this only confirms Adler's definition of a "great book" as "a book that is always contemporary, indefinitely readable, and discusses the great ideas in quantity."

—R. J. Lambrose

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Field *Notes*

WESTWARD, NO!

"IN WESTERN HISTORY circles we call it the F-word," says scrappy revisionist historian Patricia Nelson Limerick. The word she's referring to is "frontier"— as in Frederick Jackson Turner's American frontier, big as all get-out and there for the taking.

"It would be fine if 'frontier' meant here what it does in Europe, which is, essentially, 'border,' " says Limerick, who is a professor at the University of Colorado and the author of *The Legacy of Conquest: The Unbroken Past of the American West*. "But here 'frontier' means vacancy and opportunity. It's so full of absurd associations that, as I like to say, it uses you before you use it." The more p.c. term of choice is "borderlands." Like "encounter" instead of "discovery" to refer to the arrival of Europeans in the New World, it is in increasingly wide circulation.

The new terminology is one sign of how Western history is being rewritten, in more brooding and much less triumphal accents, with plenty of attention to how white male adventurism blighted the land and destroyed indigenous peoples.

For Limerick, the language is no mere nicety but a powerful indicator of how we think about the conquest of the West. "I consider it a personal accomplishment that I've made Western historians absolutely neurotic about their language."

BREAKTHROUGH BOOKS

Recently, we asked five intellectual historians to tell us about the most provocative and important book published during the past year in their field. Here are their responses:

❧ ❧ ❧

Hayden White, professor, History and Consciousness Program, U.C. Santa Cruz; author of *The Content of the Form: Narrative Discourse and Historical Representation* (1986):

Donna Haraway, *Primate Visions: Gender, Race and Nature in the World of Modern Science* (Routledge, 1989). Says White: "This is a convincing exposé of sexist bias in the human sciences and especially in the fields of primatology and ethology. It is also a brilliant demonstration of the analytical power of radical feminist perspectives on cultural history."

❧ ❧ ❧

Martin Jay, professor of history, U.C. Berkeley; author of *Permanent Exiles: Essays on the Intellectual Migration from Germany to America* (1990):

Anson Rabinbach, *The Human Motor: Energy, Fatigue, and the Origins of Modernity* (Basic, 1990). Jay describes it as "quite a fascinating book about the ways the metaphor of the body as machine permeated both intellectual and technological culture in the late nineteenth and early twentieth centuries. It deals with the science of work, Taylorism, studies of fatigue in Germany, France, and also America, so it has an impressive scope."

Jay also admired Jonathan Crary's *Techniques of the Observer: On Vision and Modernity in the Nineteenth Century* (The M.I.T. Press, 1990), which, he says, "explores changes in concepts of visuality in the nineteenth century, based on changes in science, in technology, and in aesthetic practice. It's really about the origins of the modernist aesthetic."

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Jerrold Seigel, professor of history, New York University, author of *Bohemian Paris: Culture, Politics and the Boundaries of Bourgeois Life, 1830-1930* (1986):

Debora Silverman, *Art Nouveau in Fin-de-Siècle Paris: Politics, Psychology, and Style* (University of California Press, 1989). "This is a stimulating reinterpretation of a major art movement," says Seigel, "which shows its relationship to social change, politics and psychology."

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Dominick LaCapra, professor of history, Cornell University; author of *Soundings in Critical Theory* (1989):

Eric Santner, *Stranded Objects: Mourning, Memory, and Film in Postwar Germany* (Cornell University Press, 1990). Says LaCapra: "Santner's book explores the question of how to confront the Holocaust. It focuses on 'the work of mourning' as an attempt to come to terms with traumatic experience in a way that involves recollecting the 'stranded objects' of a cultural inheritance. Santner sees Germany in particular and Western societies in general as marked by an inability to mourn that fosters a tendency to deny what is painful and disorienting in the past. He provides particularly insightful analyses of two recent films: Hans-Jurgen Syberberg's *Our Hitler* and Edgar Reitz's *Heimat*."

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Thomas Bender, professor of history, New York University; author of *New York Intellect: A History of Intellectual Life in New York City from 1750 to the Beginnings of Our Own Time* (1987):

Kenneth Cmiel, *Democratic Eloquence: The Fight for Popular Speech in Nineteenth-Century America* (Morrow, 1990). "It's a very inventive discussion," says Bender, "of the public language of Americans, from the end of the eighteenth century to the beginning of the twentieth century, that relates issues of language to the larger questions of a democratic culture." LF

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Inside *Publishing*

ROMANIA REVISITED

PHOTO BY KIT COLEMAN

Andrei Codrescu

Fans of Andrei Codrescu, the Romanian-born poet and frequent commentator on National Public Radio, can look forward to the June publication of *A Hole in the Flag: A Romanian Exile's Story of Return and Revolution* (Morrow).

Last June, Codrescu returned to the Transylvanian town he'd left as a teenager to attend his high school reunion—a strange and sinister gathering filled with former school chums turned secret police and automaton-like supporters of the National Salvation Front. His mordant account of that homecoming (a version of which appeared in the November 1990 *Harper's*) forms the basis of *A Hole in the Flag*. "It's a combination of quite personal memoir," says Codrescu, who teaches at Louisiana State University and lives in New Orleans, "and what I think is fairly accurate political reporting."

However, in a country where the facts—say, of what actually happened in the December 1989 revolution—are still in bewildering dispute, says a weary-sounding Codrescu, "it's still quite hard, between the smoke and mirrors of the media and the dark basements of conspiracy, to know what's really going on." Not surprisingly, his stint as a political journalist has Codrescu yearning for the imaginative freedom of verse. "I'm sick of facts," he says. "I've been avoiding them all my life, and now I feel like they're taking their revenge."

FIELDWORK AND ITS DISCONTENTS

PHOTO BY RICHARD TOUPIN

Susanna Kaysen

Susanna Kaysen's *Far Afield* is a novel about the emotional experience of fieldwork—the competing claims of knowledge-gathering and psychological survival, the way foreignness can make you a stranger to yourself. Her hero, Jonathan Brand, is a convincingly self-absorbed Harvard graduate student, displaced from his natural habitat in leafy Cambridge and reinstalled on the frozen Faroe Islands. On this remote archipelago near—or at least not far from—Iceland, Jonathan learns to stomach roast puffin and whale blubber, fumbles an affair with a Faroese girl, joins in various unsavory local rituals, and grapples with the incommensurability of orderly anthropological theory and chaotic human emotion.

"Jonathan was dismayed to find in himself the expectation that the Faroese people would be simple," writes Kaysen. "But why shouldn't he expect that? A science that made much of such simplicities as who traded beads or feathers with what cousin or whether dinner was cooked in one pot or two was an inadequate lens through which to consider the mysteries of human motivation." And later, when Jonathan is invited for dinner with a Faroese family: "Information was lurking everywhere, teasing him, urging him to work when what he wanted was dinner and company."

Though not an anthropologist herself, Kaysen is something of an expert on the emotional fallout of fieldwork. At the age of twenty-one, she spent a year in the Faroes with her then-husband, the anthropologist Jonathan Wylie. (A graduate student at the time, Wylie has since written two books about the Faroes.) "It was a very weird and very trying year," recalls Kaysen, now forty-two. "I think I spent most of it doing the laundry. I remember this constant process of boiling water in endless pots—and the unbelievable coldness of the cold water there. I've never been much of a trooper, and I'd end up in tears about three times a week."

In the novel, the Faroese occasionally indulge a pixilated sense of humor a bit reminiscent of the Scots in Bill Forsyth movies. And there are magical passages—a virtuoso description of the Northern Lights, for example. But Kaysen says that "a lot of the magic-ifying was fiction and nostalgia. I don't remember having much fun there. We did make some friends and we were very dependent on them, of course—and on each other."

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Inside *Publishing*

What she really wanted to write about, Kaysen says, was "the crisis of self-doubt for anthropologists and the psychology of academic life." Herself the daughter of a professor, she has lived in Cambridge all her life. So far, she says, she hasn't heard much reaction to the book from anthropologists.

"But I will tell you something funny," she adds, with her jittery, engaging laugh. "A number of people in town—older academics, some friends of my parents—have said to me: 'Your book is very interesting, but is anyone really so self-absorbed and unpleasant?' And I think: Well, yes—you, for example."

Far Afield was released this fall by Vintage Contemporaries.

CZECH MATES

Before the "velvet revolution," the Czech philosopher Radim Palous worked as a lathe operator and met secretly whenever possible with foreign colleagues such as Jacques Derrida. Now Palous, whom Vaclav Havel appointed rector of Prague's Charles University, will be able to publish his scholarship in his own country again. And Charles University's own press, with American assistance, is gearing up to publish the kinds of books—samizdat works by philosophers and social scientists like Palous, accurate histories of twentieth-century Czechoslovakia, studies on the environment—that it could never before print or distribute.

Over the next three years, the University of Nebraska Press will be advising its Czech counterpart on how to establish a new editorial process as well as a desktop publishing system. "In the past, the press had to publish whatever various faculty boards told it to publish," says Nebraska's marketing manager, Diane Wanek, who has twice traveled to Prague to run training programs. "They're really looking forward to saying no." The Prague press also

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must learn how to market its titles, since it had previously been specifically enjoined from selling books in the stores.

Wanek hopes to set up a co-publishing agreement with Charles University and to obtain translation rights to several proposed books on twentieth-century Czech history and on Czech composers. She and her colleagues at Nebraska have also been combing the Prague press's backlist books (many of which were published in English and German as well as Czech). One title they may snatch up is a nicely illustrated, definitive study of European bats.

"It turns out that in certain areas, their research is miles ahead of ours," says Wanek. "For example, they are very advanced in the areas of measuring, sampling, and computer modeling of air and water pollution. The only trouble is, they have no published research on what to do about it, nothing on environmental law or policy. So there's an example of a field where we could have a really fruitful scholarly exchange."

THE NEW TRANSITION

Henry Louis Gates Jr.

In the sixties, *Transition* was post-colonial Africa's leading cultural review. Founded in Uganda in 1961, the magazine became a lively, disputatious forum for an eclectic mix of contributors including Chinua Achebe, James Baldwin, Julius Nyerere, V. S. Naipaul, and Paul Theroux. Now, after a fifteen-year hiatus, *Transition* has been resurrected under the editorship of Henry Louis Gates Jr. and Kwame Anthony Appiah of Duke University. Nigerian Nobel Prize winner Wole Soyinka, one of the editors of the original version, will chair its new editorial board. Early issues of the revamped quarterly, which begins publication in March with a more international scope than its predecessor, will include a conversation between Derek Walcott and Paul Simon on multiculturalism, and pieces by Carlos Fuentes on the future of socialism in Latin America, Anne McClintock on the sexual politics of the African National Congress, and Gates and Spike Lee on race, politics, and the movies. Other contributors include Ariel Dorfman, Jamaica Kincaid, Charles Johnson, V. Y. Mudimbe, Julius Lester, and Michele Wallace.

"A lot of the articles will be from the perspective of African and African-American intellectuals," says Appiah, "but they won't only be about so-called black issues. We've assumed that black intellectuals are interested in the whole world, as of course they are. So in the first issue, for example, we have V. Y. Mudimbe, the Zairean philosopher and novelist, writing on Pierre Bordieu, not someone who is usually thought of as having a strong connection with Africa. But obviously if you're interested in certain kinds of social theory, you've read Bordieu carefully, and Mudimbe has. We want to put together surprising combinations of that sort."

The new *Transition* is published by Oxford University Press. Individual subscriptions are $24 ($48 for institutions) and can be ordered from: Oxford University Press, 2001 Evans Road, Cary, N.C., 27513. Attention: Journals Subscriptions.

SWEET, SAVAGE LOVE

If Danielle Steel wrote promotional copy for academic books, it might sound something like this orchidaceous press release for *Abelard and Heloise: Their Lives, Their Loves, Their Letters,* sent to us by a publisher named Bennett-Edwards:

"The narrative of the two lovers who *scandalized 12th-century France* unfolds into an astounding tale of two passionate human beings swept along by emotions at once harsh and ardent.

"When Heloise, at the tender age of sixteen, entered Abelard's life, he was the undisputed and celebrated Master of the Schools of Paris. Twenty years his junior, she was first his student, then his love—and what a love it was!

"Down through the ages writers have been fascinated by this famous pair—he whose initial motivation was suspect and she who loved with such innocent and selfless devotion, wanting more than anything to have her love returned in kind. That a man's love *differs in kind was an aspect of man's nature* which Heloise was not to discover until after she herself had become the *victim of masculine selfishness.*" (Italics *all* theirs.)

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Inside *Publishing*

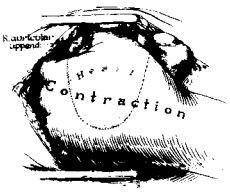
RACE AND RIGHTS

Patricia Williams

In April, Harvard University Press will publish the first book by Patricia Williams, one of the most engagingly personal and poetic voices in the minority legal studies movement. *The Alchemy of Race and Rights* is an extended autobiographical essay that explores some of Williams's characteristic themes: the insidious power of contract law from slavery to surrogate motherhood, the roots of everyday racism, and the ironies of her own ancestry as the great-great-granddaughter of a white lawyer and an eleven-year-old black slave.

"In some instances, Williams deals with very dramatic and emblematic events of our time," says her editor Lindsay Waters, "such as the Howard Beach, Bernhard Goetz, and Tawana Brawley 'cases,' excavating the layers of white presuppositions and feelings encapsulated in various mainstream reactions to and constructions of these events."

ONE FROM THE HEART



Pioneering Research in Surgical Shock and Cardiovascular Surgery: Vivien Thomas and his work with Alfred Blalock doesn't sound like the kind of property that would dampen the palms of Hollywood dealmakers. But six movie companies have bid for the rights to this University of Pennsylvania Press book. And one of them, a Los Angeles–based production company which has made a number of Hallmark Hall of Fame t.v. movies, successfully optioned the book last summer—a rare and lucrative deal for any academic press.

Much of Vivien Thomas's highly technical account of the inception of cardiac surgery would anesthetize your average movie-goer. But the book is also Thomas's modest memoir—the story of a black high school graduate who became so expert as a surgical assistant

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Rutgers University

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This new Carnegie report examines a broader definition of scholarship. New ways of evaluating the professoriate are proposed that recognize the full range of faculty talent, strengthen the diversity of America's colleges and universities, and more effectively relate higher learning to social problems. Included are historical overview and statistical data.

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that Johns Hopkins eventually awarded him an honorary doctorate and hired him on its medical faculty. Thomas was a carpenter's apprentice in segregated Nashville when the Depression scotched his plans to attend college. The job he took to support himself—as an assistant to the surgeon Alfred Blalock—turned into a lifelong collaboration in which he helped to pioneer cardiac surgery. In the early 40s, when Thomas was quietly making himself indispensable to Johns Hopkins, the only other blacks on the hospital staff were the janitors.

"This is a story of a Black American overcoming obstacles," says UP Press director Tom Rotell. "And with the recent success of films like *Driving Miss Daisy* and *Glory* that's a very hot topic in Hollywood." *Pioneering Research* is also a mild and mostly upbeat tale about white mentorship of black talent—tailor-made for mass-market inspiration.

Rotell will not disclose the amount of money Rees and Associates paid for the book but he will say that it was "a very substantial" agreement, especially for a university press. "It's more than one could expect from the sale of the book over its entire lifetime and it will allow us to publish a lot of other books that don't make money."

Thomas died in 1985, two days before the book appeared in print.

WHAT DO EDITORS REALLY WANT?

In this issue, we query editors of women's studies books.

At Boston-based Beacon Press, Lauren Bryant handles women's studies manuscripts in history and the social sciences. Bryant says she is interested in acquiring "both sweeping histories—women since the dawn of time kind of things—and very contemporary histories of consciousness-raising and the women's movement." She adds that Beacon editors hope to complement their strong nature-and-ecology list with "more women's perspectives on the environment. We already have some eco-feminists under contract and we're interested in signing women nature writers as well."

Nancy Lane, an Oxford University Press history editor with a particular interest in gender studies, is considering manuscripts for Oxford's "Studies in the History of Sexuality" series. Under the academic editorship of Judith Brown and Guido Ruggiero, the series started in 1985, with Brown's *Immodest Acts: The Life of a Lesbian Nun in Renaissance Italy.* Lane is also interested in books that explore the social terrain of anti-feminism. As a model, she cites Jane De Hart and Donald Mathews's *Sex, Gender and the Politics of ERA,* published by Oxford last year. "It's a marvelous analysis of the cultural conflicts between opponents and proponents of the ERA," says Lane, "and it gives you a much deeper understanding of what the opponents' fears are."

At Routledge, Maureen MacGrogan invites submissions for the feminist philosophy series "Thinking Gender." Titles in the series include Judith Butler's high-profile essay *Gender Trouble* and Andrea Nye's *Words of Power,* a feminist reading of the history of logic. MacGrogan has also signed up the long-awaited first book by the feminist legal scholar Drucilla Cornell. Called *Beyond Accommodation,* it is an exploration, says MacGrogan, of "utopian feminism, deconstruction, and the law."

At the University of Michigan Press, LeAnn Fields handles all manuscripts in gender studies. She says Michigan is particularly inclined toward "studies of modern and contemporary women poets—especially women of color. We prefer scholarly studies of a range of women poets; single poet studies are more problematic. We're also looking for oral histories of poor and working-class women, feminist theater criticism, and feminist pedagogy in particular disciplines."

Finally, most of the editors (those at Routledge were exceptions) say they are disenchanted with anthologies, which until recently enjoyed an honored place in women's studies because they seemed to reflect "the interdisciplinary and collaborative spirit of the field," says Joan Catapano of Indiana University Press. "It's not that we absolutely won't consider collections," she says, "but they are not being as favorably received as they were in the past. There are just too many bad anthologies out there."

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PRIDE & PREJUDICE

FEMINIST SCHOLARS RECLAIM THE FIRST PERSON

BY ELISABETH YOUNG-BRUEHL

I recall a young colleague, freshly Ph.D.'d in English, remarking how shocked she was by an essay of mine in which I had not only used the pronoun "I" but had discussed one of my own books. "It's not done!" she said, this woman whose lectures on feminist theory were, a student informed me, "like really radical." That was in 1982. Not long ago, I read one of her new articles, and, sure enough, it was thick with "I."

Until recently, American academic prose was a generic item, with "one" and "we" marking the outer limits of the permissible in personal pronounage. That this has changed, for better and for worse, seems to me one of the principle achievements of feminism, as it has made its way into the academy. The feminist "I" common in today's academic journals often introduces not just an opinion but an autobiography. "For some time I have been writing about my great-great-grandmother," begins one article in *Signs* by a legal scholar. "The first time I heard the claim that we, as women, needed female role models to make our way through the world, I felt angry," begins another. Stages on life's way are traced in emotions, not dates and citations.

Along with the stories and the language of passion and experience, readers often receive an implicit claim: my story, of oppression, marginalization, and struggle, is part of my work; my story has given me the means to my work and constitutes my special insight, especially into the ways of the enemies—sexism, racism, classism, all forms of prejudice.

> MY STORY OF STRUGGLE IS PART OF MY WORK AND CONSTITUTES MY SPECIAL INSIGHT, ESPECIALLY INTO THE WAYS OF THE ENEMIES.

If this deeply personal voice often doesn't sound much like "scholarship," one reason may be that it was born not within the academy but outside, in the feminists' consciousness-raising and activist political groups of the late 1960s. For women, these groups developed a new way of talking about oneself—a self-asserting, self-rescuing feminist "I" was created. This voice did not pass directly into academic prose. Like former colonials adjusting to independence, feminists, as they entered the academy, turned first to provisional formulas with which to articulate their experience. At first, abstract nouns were given revolutionary inflection by yet other abstract nouns, and "I" became the "we" of movement solidarity. For example, in the early 1970s' structuralist phase of feminist theory, books bore all-inclusive, difference-ignoring titles like *Women, Culture and Politics,* and the personal of the preface was plural: "We are looking for ways to think about ourselves."

When an academic "I," singular and enstoried, finally did emerge, it owed much more to scholarship that appropriated psychoanalysis, deemphasizing its biological determinism and linking it to social analysis. Indeed, one of the most interesting ironies of modern feminism is that the first wave of post-war feminist writers, from de Beauvoir and Viola Klein to the Kate Millet of *Sexual Politics,* grew strong by raging against the patriarchal edifice of psychoanalysis, while members of the most recent generation of feminist intellectuals have found their voices by variously interpreting psychoanalysis for feminism. Some assert that there is a "primary femininity" to be found by analysis, an original feminine "I"; some say the "I" is a scene of shifting desires and identifications, like a mobile museum; and some say the "I" is once and always sexually polymorphous or bisexual; but all start their inquiries on the ground of their subjectivities.

Of course, many women, particularly women of color and women of minority cultures, looked at both the huge generalizations of structuralism—the constructions of a universal Woman—and the nuclear family-centered cate-

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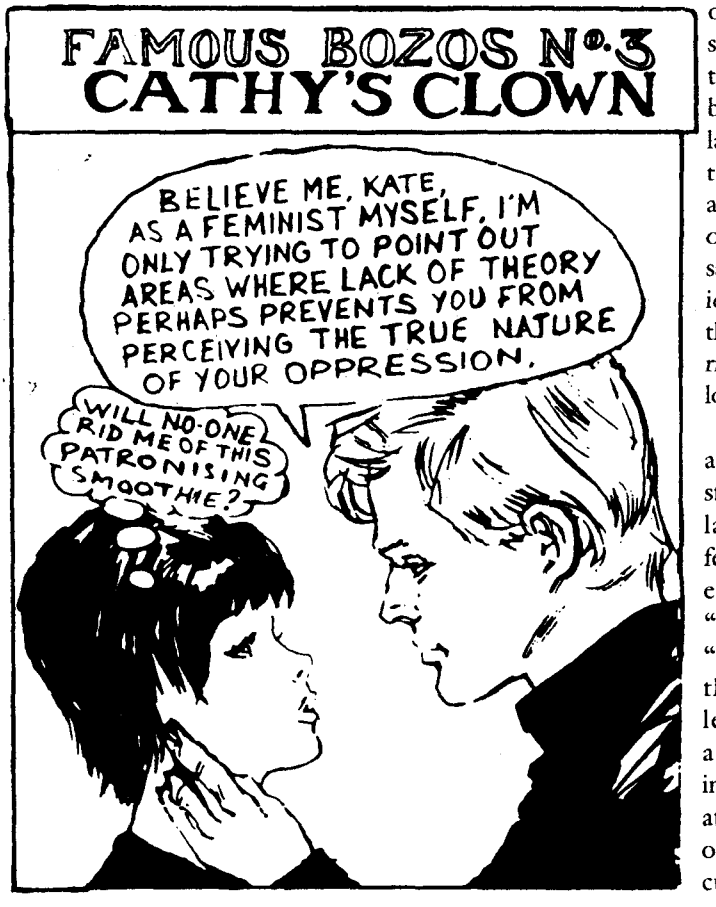
PRIDE & PREJUDICE

gories of psychoanalysis and shouted, "It's not me!" Each "me" had a story to tell. And they took their models from nonacademic writers, like Alice Walker and June Jordan, who have, over the last twenty or so years, turned the personal, autobiographical essay into a compelling and expressive mode of scholarly testimony and inquiry. Today, there are shelves of such narratives, but back in 1977, when Barbara Smith began her essay "Toward a Black Feminist Criticism" with "I do not know where to begin"—infusing the scholarly with the personal was a courageous leap into the unknown. "Long before I tried to write this," Smith wrote, "I realized that I was attempting something unprecedented, something dangerous, merely by writing about Black women writers from a feminist perspective and about Black lesbian writers from any perspective at all."

But no matter what their theoretical orientations, efforts to define an authentic self have been, for many women writers and intellectuals, the most personally gratifying feminist activity of the last decade. For some, the act of writing is virtually synonymous with that engagement. As the English psychoanalyst and feminist Juliet Mitchell writes, "Being a writer is not for me an identity. It is a struggle." These writers almost inevitably employ the vocabulary of Existentialism—authenticity, engagement—which underscores the tense relationship that exists between the feminist autobiographical attack on the prose in power and the most influential critical methodologies of the last decade. To deconstructionists and semioticians, the notion that language could be about (or used on behalf of) the self is one of those old-fashioned notions that should be "problematized." The *au courant* theorist's "I" is not seeking liberation; it sits still as a Cheshire cat, with all but its smile fading away, insisting that it is not a real self at all but only a social construct, a sum of identifications and intertextuality, a nexus of power relations, or a local surge of social energy. But if the hottest contemporary criticism is doctrinally ill-suited to those who want to assert their identities—gender, ethnic, religious, cultural—it has nonetheless helped clear a rhetorical space for identity assertion in academia. In deconstructionism's antivaluational view, all cultural products and producers inhabit the same space, without hierarchy, without hegemony. The open-space convention, or supervention, makes all privileging suspect, including the old English department notion that "creative" writers can use "I" as they please while mere exegetes—scholars and critics—must walk a humble step behind in the anonymous impersonal.

Such free-form egalitarianism can be exhilarating, particularly for feminists. Frenchwoman Hélène Cixous, for example, writes in "The Laugh of the Medusa," "If she's a her/she, it's only in order to smash everything, to shatter the framework of institutions, to blow up the law, to break up the 'truth' with laughter." And this unstructured cultural situation arguably encourages the kind of rich, improvisatory conversation between artist and critic that Tzvetan Todorov, in the spirit of the Russian theorist M. M. Bakhtin, calls "dialogic criticism."

While many feminists have allied themselves with deconstructionist criticism, particularly the so-called cultural feminists, who argue for the existence of a specifically "women's writing" and "women's way of knowing," that merger is itself problematized when feminists assert the uniqueness and importance of "the self" and attempt to reevaluate previously devalued communities, cultures, or rhetorical tradi-


FAMOUS BOZOS N°.3
CATHY'S CLOWN
BELIEVE ME, KATE, AS A FEMINIST MYSELF, I'M ONLY TRYING TO POINT OUT AREAS WHERE LACK OF THEORY PERHAPS PREVENTS YOU FROM PERCEIVING THE TRUE NATURE OF YOUR OPPRESSION.
WILL NO-ONE RID ME OF THIS PATRONISING SMOOTHIE?

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tions, including autobiographical genres. Deconstructionism is helpful when it is subversive but is limited by its negativism (some would say nihilism) and its antivaluational sweep.

Not surprisingly, the genre in which dialogic interactions are most frequently to be found is that mixture, as Virginia Woolf put it, of "gravity and rainbow," fact and fiction, that is biography. It is now almost conventional for biographers to begin with an autobiographical excursus about their relations with their subjects. Some go further (beyond the bounds of my taste) and weave themselves through their narratives, present themselves wrestling with the angel of their subjects, falling in and out of love with her, attaining not the once-valued "objectivity" but a rich self-consciousness.

Disciplines that have been thought to be composed almost entirely of "gravity" are yielding, too. Minority scholars such as University of Wisconsin law professor Patricia Williams are making trenchant use of what feminists call "the personal narrative" to explore the rough technical terrain of, say, contract law. It is Williams's "On Being the Object of Property" that opens with the arresting sentence "For some time I have been writing about my great-great-grandmother." And it goes on to connect that distant ancestor, who bore the child of the white man whose property she was, to surrogate mothers and others disempowered in the "islands of empowerment" that legal rights are supposed to be. As the formal language of rights, obligations, contracts is woven through Williams's free-associational autobiography, it is demystified, concretized, rescued from those who have traditionally coined and spent it.

Autobiographical academic prose can, of course, serve purposes a good deal less laudable than those flowing from the feminist cultural revolution. Scholars who are a little light on scholarship can cover their ignorance with "I" as well as with fancy neologisms and dancy typography; academics seeking a place in the institutional "star system" package an "I" into a self-aggrandizing self-advertisement. These are perennial irritations, but there is quite another order of danger present. Self-stereotyping and its near neighbor, glamorizing or valorizing difference, also need "I," as when scholars rally 'round "I" to insist that only those who share their identity are qualified to understand their stories.

IDENTITY IS NOT INSIGHT. SIMONE DE BEAUVOIR, DISCRIMINATING BETWEEN ÊTRE AND ÉCRIRE, WARNED, "I THINK ONE MUST BE ABLE TO SAY 'NO, NO, THAT WON'T DO! SET HIGHER STANDARDS FOR YOURSELVES! BEING A WOMAN IS NOT ENOUGH!'"

But identity is not insight. And autobiography that ends where it began, that defensively or offensively armors an identity rather than journeys in search of one, is simply a weapon, not an education. Simone de Beauvoir once issued a warning about such confusions of *être* and *écrire:* "I think one must be able to say 'No: no, that won't do! Write something else, try and do better. Set higher standards for yourselves! Being a woman is not enough!' "

The distinction between exploring differences of experience and culture and becoming immured in those differences is traced in many of the essays of the Nigerian scholar and novelist Chinua Achebe. In "Impediments to Dialogue Between North and South" and "Colonial Criticism," for example, Achebe argues that dialogue between Europeans or Americans and Africans can be opened, but that it requires a step, a relinquishment of rigid identity. A Western critic of African literature "must cultivate the habit of humility appropriate to his limited experience of the African world and [be] purged of the superiority and arrogance which history so insidiously makes him heir to."

On his side of the dialogue, Achebe writes from and about his personal experience, but he also notes clearly the "problems of universality," of extrapolating from his own experiential base. He avoids that temptation to blow an "I" up into a "we" and write essays dominated by the theme of shared historical victimization. Autobiographical self-reflection is his essayistic medium for strengthening his identity, not wallowing in it.

Unfortunately, the "oh, poor me" autobiographical tone that bedeviled American feminism throughout the 1970s—and that continues on occasion to assert itself—is not absent from the current trend in academic prose. Very few academic self-chroniclers seem able to summon the kind of maturity of perspective of Achebe, or the kind of laughter, at once richly provocative and poignant, that rolls through Zora Neale Hurston's recently republished autobiographical essays. "Even in the

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PRIDE & PREJUDICE

helter-skelter skirmish that is my life," she says, "I have seen that the world is to the strong regardless of a little pigmentation more or less. No, I do not weep at the world—I am too busy sharpening my oyster knife."

There are, of course, many ways for scholars to think and write weighed down by self-seriousness—the first person singular has no special claim to distinction in this regard. But, on the positive and preponderant side, good academic writing is, today, much less arch, pseudo-objective, unself-consciously authoritative and impersonal than it used to be. Many of the most interesting scholars now writing in the humanities and social sciences use the personal narrative to tell complicated stories of entangled experiential roots, cross-cultural and intracultural migrations. Like Edward Said, many of these people dismissively label the products of sedentary generic American academese "cultural artifacts." Writing recently in *Raritan,* Said reviewed four books by Third World intellectuals and noted that their common quality was precisely their passion. "There is an explicit urgency, call it political or human, in the tone and import of these works that contrasts quite noticeably with what in the modern West has come to represent the norm of scholarship. How that norm, with its supposed detachment, its protestations of objectivity and impartiality, its code of politesse and ritual calmness, came about is a problem for the sociology of taste and of knowledge."

> THE MYSTERY OF IDENTITY AND ITS RELATIONSHIP TO CULTURE CAN NEVER BE BANISHED FROM SCHOLARSHIP.

Privileging the passion of Third World intellectuals—or of feminists—can produce its own form of stereotyping and dismissal. But those scholars, who, writing from multicultural or suppressed cultural perspectives, construct their work around the scrupulous observation of their "I's" are creating the most compelling texts in academia today. These texts place directly and continually before all of us questions about how anyone can understand present forms of sexism or racism or cultural imperialism who has not experienced them. And they remind scholars that the mystery of identity and its relationship to culture can never be banished from scholarship—no matter how supposedly objective are its procedures and products.

Much of the autobiographical turn in American academic prose flows from the choir of new voices with new purposes now in the academies, but I find that the "I's" among these that touch me, deeply engage me, do so for a not new reason: Those "I's" feel as though they have gotten onto the page only after a long journey, a long private apprenticeship in self-knowledge. I find myself challenged by a remark Walter Benjamin made after he had finally decided to undertake the exquisite and very singular first-person text called "One-Way Street." "If I write better German than most writers of my generation, it is thanks largely to twenty years' observance of one little rule: never use 'I' except in letters." **Lf**

Elisabeth Young-Bruehl is a professor in The College of Letters at Wesleyan University and the author of Anna Freud: A Biography *and* Hannah Arendt: For Love of the World.

THREE WOMEN,

The following passage is from Patricia Williams's "On Being the Object of Property," an impressionistic, first-person essay about the subjective experience of contract law. It first appeared in *Signs: Journal of Women in Culture and Society* (Autumn 1988). Williams, who teaches commercial law at the University of Wisconsin, will publish her first book, *The Alchemy of Race and Rights*, with Harvard University Press this April.

What I know of my mother's side of the family begins with my great-great-grandmother. Her name was Sophie and she lived in Tennessee. In 1850, she was about twelve years old. I know that she was purchased when she was eleven by a white lawyer named Austin Miller and was immediately impregnated by him. She gave birth to my great-grandmother Mary, who was taken away from her to be raised as a house servant. I know nothing more of Sophie (she was, after all, a black single mother—in today's terms—suffering the anonymity of yet another statistical teenage pregnancy). While I don't remember what I was told about Austin Miller before I decided to go to law school, I do remember that just before my first day of class, my mother said, in a voice full of secret reassurance, "The Millers were lawyers, so you have it in your blood."

When my mother told me that I had nothing to fear in law school, that law was "in my blood," she meant it in a very complex sense. First and foremost, she meant it defiantly; she meant that no one should make me feel inferior because someone else's father was a judge. She wanted me to reclaim that part of my

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THREE VOICES

heritage from which I had been disinherited, and she wanted me to use it as a source of strength and self-confidence. At the same time, she was asking me to deny that disenfranchised little black girl of myself that felt powerless, vulnerable, and moreover, rightly so.

In somewhat the same vein, Mother was asking me not to look to her as a role model. She was devaluing that part of herself that was not Harvard and refocusing my vision to that part of herself that was hard-edged, proficient, and Western. She hid the lonely, black, defiled-female part of herself and pushed me forward as the projection of a competent self, a cool rather than despairing self, a masculine rather than a feminine self....

Reclaiming that from which one has been disinherited is a good thing. Self-possession in the full sense of that expression is the companion to self-knowledge. Yet claiming for myself a heritage the weft of whose genesis is my own disinheritance is a profoundly troubling paradox.

❧

The following passages are from Jane Tompkins's "Me and My Shadow," a kind of manifesto for personal writing that first appeared in *Gender and Theory: Dialogues on Feminist Criticism*, edited by Linda Kauffman (Basil Blackwell, 1989). Tompkins is a feminist literary critic at Duke University and the author of *Sensational Designs: The Cultural Work of American Fiction, 1790-1860*. The essay is a response to an article by Ellen Messer-Davidow on the epistemology of feminist literary criticism.

There are two voices inside me answering, answering to, Ellen's essay. One is the voice of a critic who wants of epistemology. The other is the voice of a person who wants to write about her feelings (I have wanted to do this for a long time but have felt too embarrassed). This person feels it is wrong to criticize the essay philosophically, and even beside the point: because a critique of the kind the critic has in mind only insulates academic discourse further from the issue that make feminism matter. That make her matter. The critic, meanwhile, believes such feelings, and the attitudes that inform them, are soft-minded, self-indulgent and unprofessional.

These beings exist separately, but not apart. One writes for professional journals, the other in diaries, late at night. One uses words like 'context' and 'intelligibility', likes to win arguments, see her name in print, and give graduate students hardheaded advice. The other has hardly ever been heard from. She had a short story published once in a university literary magazine, but her works exist chiefly in notebooks and manila folders labelled 'Journal' and 'Private'. This person talks on the telephone a lot to her friends, has seen psychiatrists, likes cappuccino, worries about the state of her soul. Her father is ill right now, and one of her friends recently committed suicide.

The dichotomy drawn here is false—and not false. I mean in reality there's no split. It's the same person who feels and who discourses about epistemology. The problem is that you can't talk about your personal life in the course of doing your professional work. You have to pretend that epistemology, or whatever you're writing about, has nothing to do with your life, that it's more exalted, more important, because it (supposedly) transcends the mere personal. Well, I'm tired of the conventions that keep discussions of epistemology, or James Joyce, segregated from meditations on what is happening outside my window or inside my heart. The public-private dichotomy, which is to say, the public-private hierarchy is a founding condition of female oppression. I say to hell with it. The reason I feel embarrassed at my own attempts to speak personally in a professional context is that I have been conditioned to feel that way. That's all there is to it ...

Intellectual debate, if it were in the right spirit, would be wonderful. But I don't know how to be in the right spirit, exactly, can't make points without sounding rather superior and smug. Most of all, I don't know how to enter the debate without leaving everything else behind—the birds outside my window, my grief over Janice, just myself as a person sitting here in stockinged feet, a little bit chilly because the windows are open, and thinking about going to the bathroom. But not going yet.

❧

The passage below is taken from "Experimental Critical Writing," an autobiographical essay that appeared in *Profession 90*, a journal of opinion published by the Modern Language Association of America. Marianna Torgovnick is a professor of English at Duke University and the author of *Gone Primitive: Savage Intellects, Modern Lives*.

When I began to write my latest book—called *Gone Primitive* and published in the spring of 1990—I knew that I wanted to write something different in tone and style from my first two books. I had recently been tenured and then promoted to full professor, and I felt that I was no longer writing for myself. It was not that I would rewrite the books I had

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DISPATCH

THEORY IN WARTIME

An interview with Todd Gitlin

TODD GITLIN is a sociologist and cultural critic who has written extensively on the Vietnam era and its representations in the media. A professor of sociology and mass communications at UC Berkeley, he is the author of The Sixties: Years of Hope, Days of Rage, Inside Prime Time, *and* The Whole World is Watching: Mass Media in the Making and Unmaking of the New Left. *We spoke to him on days three and five of the gulf war about how television is shaping our perception of that conflict and about the relevance—if any—of the academy in wartime. What follows are excerpts from those conversations.*

Lf: *How would you assess the coverage of the war so far?*

Of course, we're only five days into the war. But one thing that strikes me is actually a point of continuity with coverage of the Vietnam war: Up until now, there's been a relative paucity of television discussion of the political consequences of the war. I have seen or heard almost nothing, for example, on how the rest of the world is reacting. (I've been wondering, for instance, what's going on in Indonesia, which has the largest Moslem population in the world, or in Morocco, where there were large demonstrations in December, which were animated, in part, by a lot of resentment against the American presence in the gulf.) We should know how the world configuration is or isn't being changed as a result of the war.

But this blindness to politics in favor of hardware and military strategy is comparable to early coverage of the Vietnam war. Hardly any reporters seriously wondered aloud, for example, whether it was true that America's intervention in Vietnam would serve the purpose of containing China, which was one of the arguments offered by the administration.

Secondly, whenever TV has pictures—whether they're tracer bullets in Baghdad, or the Patriot missile shooting down a Scud, or Top Gun footage of pilots taking off and landing, very enduring, terrific stuff—they fill airtime with them. I'm reminded not so much of Vietnam war coverage, but of old World War II newsreels—the Cavalcade of History, you are there in the trenches—which are organized so that one certainly feels the power, the force of the experience. I found this very moving and virtually irresistible. But of course, what it isn't is news about either the progress of the war or the consequences of it.

Obviously, the media are hamstrung by Pentagon regulations, a subject that has moved to the center of media attention in the fifth day of the war. But even given the Pentagon's capacity to censor photographs (often for arguably sound security reasons), TV has only itself to blame for the scanting of the discussion of the war's political roots and conceivable consequences.

Needless to say, the press to date has reported little on Iraqi casualties and should not let ethnocentrism get in the way of continuing to ask difficult questions along those lines. But there is no conspiracy of silence. CNN would love to have been able to transmit footage from the streets of Baghdad. Here, the feel-no-pain Saddam Hussein and the U.S. military share an interest in depicting a war without victims. I note that as soon as Iraqi refugees arrived in Jordan reporters flocked to them for accounts of the terrible destruction wrought on the periphery of putatively "surgical strikes." I hope that turns out to be more than a one-day story.

STUDENT/SOLDIER

1 January 1991

Continued from the cover

equipment on ships and are flying to Saudi in the very near future. We will be part of the great buildup before Jan. 15th. My unit does have a mission now. It's not Ivan, but I guess we could start saying Abdul.

So how is all at Muhlenberg? Depending on how long we are over there (actually, I'm in an overseas, overseas unit), I might ask you to send me some books. I stocked up on *David Copperfield, Moby-Dick* (already read, in your class), and some other books I found in the bookstore. Let me tell you, the troops are going to suffer with no women, alcohol, porno, and other prohibited soldierly needs.

Give your spring Semester Hell. Write me soon. And if you don't get a response promptly, write again anyway. A letter overseas, overseas, is very important.

Chas

1 LT Charles G. Hahn, Operation Desert Shield, HHB 4-3 FA, APO NY 09758

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Lf: *Are there any intellectual developments that have come out of the academy in the years since Vietnam that can help us to better analyze this war and its presentation on the homefront?*

Given the numbers of radicals of various stripes and people who are committed to the academy as a way of learning how to understand the world better in order to change it more intelligently, I would have to say that the mountain produced a couple of mice. Not very much at all.

Probably the most interesting improvements have come in two very different sectors. One is feminism, which, in some of its work on international relations and in its dispute with conventional security paradigms, has made it possible to see the way in which the discourse of show-down and bravado plays a part not only in the Bush-Saddam show-down, but in the conduct of foreign policy more generally. I'm thinking, for example, of Carol Cohn, on the language of the arms race, the masculine position that it takes for granted.

There is also some related work on the part of people working in the linguistic mode—my colleague George Lakoff, for example, whose work on metaphor has given us a more coherent way of thinking about the way in which people resort to taken-for-granted metaphors which then structure the subsequent conversation about politics and other consequent matters. For example, along these lines, I'd say that the language of show-down implies that war was the only choice—it's high noon in the O.K. corral. [See Editor's note on p. 26]

The second area is contemporary thinking about global security arrangements. There is a lot of sharp, creative thinking about how one might actually arrange a collective security which was not merely a rationalization for American predominance. A lot of this work is coming out of the less bellicose think-tanks, some of them in the academy, and some affiliated with the peace movement. I think, for example, of the work of Roger Fisher on negotiations, of Jane Sharp on alternative defense, of Mark Sommer on international peace-keeping forces.

Otherwise, talk about why the U.S. is in the gulf and what Saddam's aims are is very unsophisticated. One still hears on the Left some extremely worn pieties about imperialism. It's become a cliche to say that Marxism is a spent force everywhere but in certain academies. But a spent bullet goes a long way and it can still hurt you. What this sort of automatic Marxism still has is the inertia of having dominated radical thought for centuries. Especially on politically-embattled campuses,

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More cold-bloodedly, of course, I'm also terribly curious about "what it's like": How do the GIs you command and the officers you serve understand the conflict? How are you getting on with your Saudi hosts? With our sundry "allies"? With the press? Is liberating Kuwait worth dying for? Is curtailing Hussein? Will there be a draft? Should there be?

As a history major, you'll probably find the most interesting questions those that invite reflection on precedent and analogy: Isn't Saddam like Hitler? Kuwait like Czechoslovakia? Shouldn't we resist Chamberlainesque appeasement? Other analogies abound: Don't our massive November deployment and rigid January 15 deadline tragically recall the irreversible mobilizations of July/August 1914? And, of course, both hawks and doves draw on Vietnam for diametrically opposite lessons. The most simple-minded war "hawks" say let's hit 'em with all we got right away and don't let domestic politics hamstring our military efforts, while an ignoramus-fringe of "doves" automatically assumes all U.S. military action anywhere anytime is criminal aggression—that Kuwait's the same as Panama, that Bush and Hussein are morally equivalent, that "big business" is the only reason for resisting Hussein.

Today Muhlenberg suspended classes for a Vietnam-era-style "teach-in" (brochure enclosed) to answer some of these questions. At its stupidest and most reductive, the debate pits ignorant pacifism—"no blood for oil" (what Saddam's already shed)—against equally mindless bellicosity—"line in the sand" and "kick ass" (Bush's words, a bracing reminder of why a Yale education may not be such a bargain). There's also that venerably American "none of our business" response that stymied FDR half a century ago.

Fortunately, few people that I've spoken to see things so reductively. They know that war always turns more bloody than anyone can anticipate and at the same time there are important principles at stake—even though oil is, of course, one issue, and even though there are other murderous tyrants in the world besides Saddam; even though Reagan-Bush foreign policy has helped empower Hussein.

I think the American public is keeping itself much better informed and alert than we did during the Vietnam buildup and (though I wasn't there) during the Hitler years. Congressman Kostmayer from the district next door, who opened today's teach-in, made a lot of sense in expressing mainstream confusion and pessimism and, most of all, the one point on which everyone here agrees: Our hope that you'll be home without any war stories and with everything else.

Be in touch.

Jim

Professor James Bloom, Muhlenberg College, Allentown, PA 18104

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Politics *and* Pedagogy *at* Dartmouth

WHAT IT'S LIKE TO TEACH WITH THE DARTMOUTH REVIEW LOOKING OVER YOUR SHOULDER

BY ANDREW BOWERS

On September 19, 1990, *The Dartmouth Review* pronounced Sally Sedgwick to be the worst professor at Dartmouth. "Sedgwick caused a controversy last year by wrongly charging a student with plagiarism," the editors warned any incoming freshmen who might be reading. "If you are considering taking one of her courses, buy yourself a length of rubber hose and beat yourself daily instead. It's cheaper and won't have a bad effect on your GPA."

Top honors on the worst professors list had long been reserved for William Cole, a black professor of music, but he had resigned a month earlier following a bitter seven-year feud with the acerbic student publication. So the *Review* elevated Sally Sedgwick, a junior philosophy professor coming up for tenure, who the year before had informed Dartmouth officials that she suspected one of her students of violating the school's Academic Honor Principle. That student, it so happened, also worked for *The Dartmouth Review*.

The softspoken and demure Sedgwick seems an unlikely target. She graduated in 1985 from the University of Chicago with a degree in nineteenth-century German philosophy—a field of which even Allan Bloom would approve—although she does confess to feminist leanings. Colleagues describe her as "progressive" but not especially political. And the *Review* had scarcely paid her any attention in the past.

But suddenly Sally Sedgwick found herself the target of frequent, vitriolic attacks by *The Dartmouth Review* and its conservative gurus—people with national reputations and national reach. When she appealed to the administration for public support, the reply was a deafening silence. "I was scared. I just didn't know what was happening in my life, what was going to happen next. Was I going to be sued? I just didn't know."

Since its founding in 1980, the *Review* has evolved from gadfly to thousand-pound gorilla; it garners so much (mostly negative) publicity for the college, especially among alumni, that it cannot be ignored. Its annual budget of more than $100,000 comes largely from alumni and conservative groups such as the John M. Olin Foundation, whose chairman is former Treasury Secretary William Simon. The *Review*'s advisers include columnist Patrick Buchanan, and every week the masthead reads "Special Thanks to William F. Buckley, Jr.," whose *National Review* returns the favor with periodic articles about the plight of conservatism at Dartmouth.

The newspaper also serves as the flagship of an emerging network of conservative campus publications (sixty at last count) and the vanguard of an overt and well-funded attempt by the Olin Foundation and other conservative groups to rid American campuses of the academic legacy of the 1960s. *Review* writers, for example, rail against what they call "oppression studies"—women's studies, black studies, Native

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American studies—for which they blame affirmative action. And they consider themselves beleaguered by a "politically correct" majority.

"At Dartmouth, you can't say certain things, or you can't discuss or debate certain things, or a label is placed upon you, whether it's racist or sexist or that kind of thing," says *Review* editor-in-chief Kevin Pritchett. "So there's not the freedom that used to pervade the institution now."

Presumably in the service of that freedom, the *Review* has, among other things, run a column titled "Dis Sho' Ain't No Jive, Bro," an attack on affirmative action written in "black English"; *Review* staffers leveled anti-apartheid shanties on the college green; and made secret recordings of classes and a gay students meeting, followed by printed excerpts.

Whatever one thinks of such actions, they are, in one sense, inarguably serious: The *Review*'s influence seems to be growing. Fewer alumni donated money to the college last year—a trend Dartmouth officials have linked directly to the newspaper—and, according to an article by Fox Butterfield in the *New York Times,* a spring '89 survey "showed that high school seniors accepted at Dartmouth and three other prestigious New England colleges overwhelmingly believed Dartmouth to be the most conservative, the least intellectual ... of the schools...."

The *Review* also appears to be making an impact on the Dartmouth faculty. The treatment of Sedgwick, Cole, and other colleagues has had a chilling effect. "Let's face it," says associate history professor Bruce Nelson. "If you feel that you're being spied on, if you feel that you may be ridiculed in a really vulgar way, it's an inhibiting factor." Carla Freccero, a feminist professor of comparative literature and no stranger to *Review* readers, says, "I think people are pretty careful about what they teach and how they teach." She says two of her colleagues wanted to teach a course comparing European and Asian communism. "But since they were both junior faculty, they decided this was not something they could afford to do and be under attack consistently for doing it."

"Basically, if you're going to stir up trouble, we're going to stir up trouble. And Sally Sedgwick stirred up trouble ... "
—Kevin Pritchett, Editor-in-Chief, *Dartmouth Review*

There was little doubt what *The Dartmouth Review* thought when staff member Andy Baker was handed a two-term suspension for failing to cite sources properly in a term paper. "Freshman Railroaded by COS," proclaimed its January 24, 1990, headline, referring to Dartmouth's Committee on Standards, the body that decides plagiarism cases. The story began, "In a familiar display of bureaucratic bungling, the administration has demonstrated once again that it is unable to dispense justice fairly on campus." It went on to assail Sally Sedgwick, a philosophy professor who had "permanently jeopardized a student's career because of a 'general feeling.' "

According to the story, written by James McCutcheon, Professor Sedgwick had accused freshman Andy Baker, a student in her political philosophy seminar, of plagiarizing his term paper on the Supreme Court's famous Bakke affirmative action case (in which the justices upheld a white student's charge of reverse discrimination in the admissions policy of a California medical school). Sedgwick brought the student before a hearing of the COS because she thought "his paper seemed too sophisticated for a freshman and surpassed his previous essays in eloquency and literary quality." However, wrote McCutcheon, she could produce no evidence to prove her "reckless accusations" against the former honor student from Deerfield Academy.

McCutcheon reported that Baker presented witnesses who testified that the student had worked especially hard on his term paper because of his particular interest in the topic of affirmative action. When Sedgwick pointed out that Baker's paper was written in a decidedly liberal tone, Baker and his witnesses responded that he'd taken a pro–affirmative action stance "in order to improve his marks and propitiate his left-wing instructor."

When the COS could find no evidence for Sedgwick's charge of plagiarism, said the *Review*'s piece, the panel instead convicted Baker of "failure to footnote the name, date, and a few relevant facts about a famous Supreme Court decision." Actually, wrote McCutcheon, Baker had gotten most of his information about the Bakke case from conversations with his father, a Massachusetts physician who "has conducted extensive research into racial quota systems." The COS, in an act of manifest injustice, had chosen to suspend Baker "and permanently marred his academic record on the basis of innuendo and unfounded rumor."

Well, not exactly.

The *Review*'s piece left out a few relevant facts of its own. True, Sedgwick had found Baker's style too polished, but from the beginning she had also stressed that, although the paper contained highly specific information about the Bakke case, it had no references whatsoever. For example, Baker referred to "independent studies" about minority students, "case studies" of minority doctors, and he wrote that "the Dean of Admissions of the University [of California, Davis Medical School] had personally admitted as many as five students in each incoming class, even though they may not have been qualified. Among this number over the years were included the son of a senator and the sons and daughters of several wealthy Alumni." But Baker cited no sources for any of his facts.

Review readers weren't told that, following college guidelines for such cases, Sedgwick had shown the paper to two senior colleagues, including the chair of the philosophy department, who both agreed it was suspect. Missing, too, was the fact that, before she notified the college, Sedgwick had a meeting with Baker during which she pointed out the sections of his paper she thought needed footnotes. "If he had said, 'I screwed up. You're right, I should have footnoted,' then I would have had a completely different atti-

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tude," says Sedgwick of the meeting. "Nothing he said to me during our private interview allayed any of my suspicions about him."

The *Review*'s coverage also failed to mention that Baker had said openly during the meeting that he had read a book about the Bakke case, and that he later produced it at the hearing—although he denied taking any information directly from it. (The book, *The Bakke Case: The Politics of Inequality*, by Joel Dreyfuss and Charles Lawrence III, does contain most of the specific information Sedgwick told Baker he should have cited, although not in the same wording.) And, yes, Sedgwick had told the committee she had no evidence to support her "general feeling" about Baker's style; but she went on to say that was precisely the reason she and the college had decided to pursue only the issue of footnotes.

Sally Sedgwick

A second *Review* article asserted bluntly that, in her formal letter of complaint to the COS, Sedgwick "never mentioned Baker's failure to footnote" widely known facts about the Bakke case. The piece then quoted Sedgwick's letter: " 'I bring Andrew's case to your attention for one reason alone: I suspect that he was not the author or sole author of his term paper....the professional tone and style of the paper suggest to me that it was at least not entirely written by his hand.' " However, with that ellipsis, the *Review* excised a crucial piece of Sedgwick's reasoning. Here's what they cut out: "Although he makes many references to specific details about the Bakke case, the paper contains no footnotes and no bibliography. In addition, [the professional tone...]." Sedgwick mentioned the lack of references not once but three times in her letter.

Of course, the *Review*'s omissions were central to making its larger point: that the Dartmouth justice system treats conservatives unfairly. The premise in this case was that the Committee on Standards—made up of students, faculty, and administrators—manufactured a new charge once Sedgwick's had withered due to lack of proof. As Andy Baker himself put it in the *Review* article, "The fact that the COS can for the most part ignore the charges of the professor and come up with their own is unfair."

The full force of the *Review*'s conservative connections now turned on Sedgwick. William F. Buckley, Jr., published a nationally syndicated column on the affair, which the *Review* reprinted. The piece was practically a call to arms for the school's alumni. "If I were a graduate of Dartmouth College," wrote Buckley, "I think I would need a strong male nurse to keep me from suicide whenever the foul tides come in, bringing news of Dartmouth justice." Buckley repeated the *Review*'s false assertion that Sedgwick couldn't prove plagiarism so the COS made up a new charge in order to stick it to a young conservative.

Next, Boston University professor of International Relations Christopher Manion, a former foreign policy aide to Senator Jesse Helms, weighed in with a piece that was the most personal attack yet on Sedgwick. Titled "Sedgwick's Law," it called the junior professor an "intellectual bigot" who had gone after Baker because his paper attacked affirmative action, a policy that was probably responsible for her presence at Dartmouth in the first place. Wrote Manion, "The conservative student who finds himself harassed and harangued by his leftist professor in class is virtually helpless." Of course, if Manion had read the paper (which he admitted he had not), he would have known that Baker had argued in favor of affirmative action. The *Review* printed the attack without correction.

In order to make their case against Sedgwick, the *Review* and its patrons often focused on her supposed "leftist" slant. "Sedgwick is a very political person," insists the *Review*'s Kevin Pritchett. "She has certain ideas about things, and if you don't agree with those things, you're wrong." Pritchett claims to know of a student who was graded down by Sedgwick because of his anti–affirmative action stance.

"That just violates everything I believe in," counters Sedgwick. "The whole point I was trying to get across in that course was that it's important to listen to the views of other people, and to step into their shoes, and to be respectful even of opinions you don't agree with." The record appears to bear her out. In the comments on a previous Baker paper—another paper supporting affirmative action—Sedgwick's one criticism was that the student did not explore objections to the policy.

Alumni also entered into the fray. The *Review*'s masthead boasts that "8,500 Alumni subscribe!" And some of them felt moved to share their thoughts with Sedgwick. First came a postcard, addressed to her house. "I think you are a stupid ass ... unfit to teach anywhere ... you are helping to destroy Dartmouth College." In a testament to the *Review*'s wide reach, the card was postmarked San Francisco. Then came a phone call, also at home. An alumnus, who pointed out frequently that he was a lawyer, demanded information about Sedgwick's role in the Baker case. He and other alums were concerned by what they were reading in the *Review*. "Actually, I broke down on the phone with him," says Sedgwick. "I kept asking him why he took what the *Review* said so seriously. And he said it was the only source of information he had." Which brings us to the administration. Throughout the *Review*'s coverage of her, Sedgwick waited for Dartmouth President James O. Freedman to speak out on her behalf. Instead, his office sent the professor a bunch of roses. Freedman had garnered national press attention two years earlier when, after several *Review* staffers had a scuffle with Professor William Cole, Freedman

PHOTO BY STUART BRATESMAN/DARTMOUTH COLLEGE

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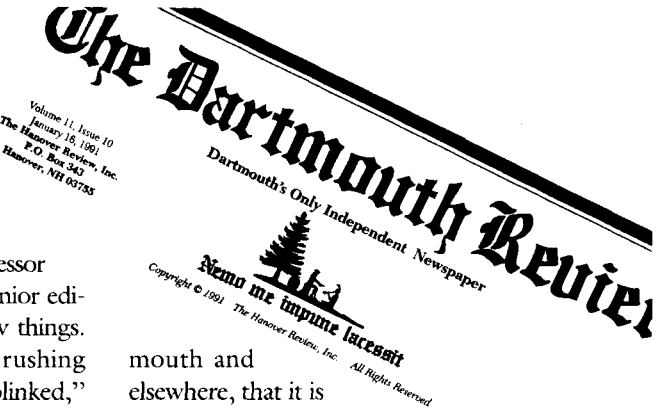

called the paper's actions "irresponsible, mean-spirited, cruel and ugly." He said the *Review*'s tactics seemed designed to discourage "women and members of minority groups from joining our faculty or enrolling as students." He remained silent, however, during the Sedgwick affair, prompting her to write a letter to Dean of Faculty James Wright. "The Administration does not have to infringe upon anyone's right to free speech or free press to make known its own standards of moral conduct," Sedgwick wrote. "Why, then, is it so passive?"

Sedgwick got more vocal support from many of her colleagues. Senior members of the philosophy department wrote to the dean of faculty, outlining how she had followed procedure in the case perfectly. Sometime later, more than a hundred faculty members signed a petition condemning the *Review*'s "hate campaign" against her. Privately, the administration was telling her that she had acted properly. Publicly, it made no such statement.

A month and a half after the *Review* began spotlighting the Baker/Sedgwick affair, the administration showed that it did in fact take the matter seriously, but not quite in the way Sedgwick had hoped. Dartmouth released a statement announcing that Andy Baker's suspension had been reduced from two terms to one (while affirming that Sedgwick had acted properly). It quickly became known that Baker had signed an agreement prohibiting him from bringing legal action against the college. Dartmouth denied that the two actions constituted a "deal," but Baker disagrees. "I was told that if I didn't sign it, then the whole thing would probably have to be trashed. I say that constitutes a deal."

Privately, an administration source said that Dartmouth had acted out of compassion: the suspension, the source said, had placed Baker under considerable emotional strain. "It was a deal about Andy Baker. There was great concern about Andy Baker the person." Sedgwick, for her part, wonders how much concern there was about her. "I worried [the deal] would reinforce the perceptions of people who assumed my suspicions were spurious and irresponsible."

That's how Jeffrey Hart, professor of English at Dartmouth and senior editor of *The National Review*, saw things. "With lawsuits and publicity rushing down the tracks, Dartmouth blinked," wrote Hart in another nationally syndicated column that attacked both Sedgwick and the COS. "From any professional point of view," he explained, "Professor Sedgwick is certainly guilty of malpractice. You do not charge a student with plagiarism on a vague hunch."

Dartmouth officials won't comment on the record about their handling of the matter. But an administration source, who asked not to be identified, said a number of public relations professionals had advised the college to keep quiet. "We didn't want to increase the circle of people who knew about [the case] and who identified Sally as the problem. If [*Review* members] were going to fight, let them fight Dartmouth, let them fight the president, let them fight the administration. But whatever we did to fight back, Sally was going to be the focus, and she was going to take the brunt of it."

At last, more than three months after the affair began, Dartmouth Dean of Faculty James Wright wrote and widely distributed an exoneration of Sally Sedgwick. "...[S]he did exactly what she should have done, indeed was required to do," wrote Dean Wright. "It was our rules and our procedures, not her interests, that shaped this process." In the same letter, however, Wright said the faculty should probably review its rules regarding plagiarism and failure to cite. "I share some of the concerns that have been voiced about this," he wrote. Critics took this as a dangerous concession to *The Dartmouth Review* and its alumni supporters.

"Wright's letter unintentionally gave the *Review* license to proceed with intimidation," says Carla Freccero, who warns that faculty have been naive about confronting the *Review* and the conservative agenda it represents in a larger political context. "People are only just beginning to see, here at Dartmouth and elsewhere, that it is not a local issue. Bill Simon and Pat Buchanan, both *Review* backers, have an explicit agenda to regain control of values and standards in higher education from the liberals. Dartmouth is supposed to be made an example; so is Duke. The *Review*, with a budget over $100,000, is clearly *not* just a college paper."

"She got much less than she deserves to get. She got caught with her hands in the cookie jar. You know, the lights went on, and there she was. So of course she got some flack."
—Jeffrey Hart

By the time fall term rolled around, the Baker/Sedgwick incident was old news on campus, and several other controversies had the attention of Dartmouth *Review* watchers. William Cole's resignation seemed to be a victory for the *Review*, but not long after, an anti-Semitic quotation from Adolf Hitler appeared on the masthead of the paper's Yom Kippur issue. Several staffers, including the paper's student president, quit over the issue; others insisted the quotation was an act of internal sabotage and vowed, in the *Review*'s usual draconian fashion, that "this cancer amongst our ranks, we assure you, will be sought out and thoroughly punished." President Freedman led 2,500 students, faculty, and alumni in a protest against the *Review* on the Dartmouth College green.

For Baker, the fall brought a welcome return to anonymity. But the scandal had taken its toll. "I hate to be trivial," he says, "but I lost my girlfriend, and I was having a hard time fitting back in with my friends. I was *the* Andy Baker for a long time. It took a while, but things are fine now." He hopes all the publicity about the case will pressure Dart-

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mouth to revamp its disciplinary process and remains adamant about his innocence. "The only way that they're going to give in is to have powers bigger than themselves take the side of the small person." Sally Sedgwick appreciated Dean Wright's letter exonerating her role in the case, but her attempts to get it reprinted in the alumni magazine failed. That was important to her, because Dartmouth's tenure process includes evaluations from randomly selected alumni who have taken a professor's course. She's hopeful the alums who critique her this year aren't *Dartmouth Review* subscribers.

Sedgwick also hopes Freedman's denunciation of the Hitler quotation incident signals a new strategy of swift response to such provocations.

But the administration seems to have a different strategy in mind: Leave the dirty work to the Dartmouth students. A recent, rather mealymouthed, press release said the college would combat the effects of *Review* controversies on admissions with a legion of student ambassadors who would "Take Dartmouth Home" to high schools over the holidays. The release said that, if asked about the *Review*, students should say it's not a Dartmouth newspaper. And, while they were encouraged to be honest about Dartmouth, "Students are warned to keep in mind that casual generalizations can be misunderstood."

As for the *Review* itself, its image among many alumni as the lone conservative voice in a liberal wilderness is perhaps only enhanced when college officials denounce it. And the mushrooming of right-wing publications across the country seems to indicate a student desire for an unabashedly conservative alternative voice on campus.

But *The Dartmouth Review*, and particularly its treatment of Sally Sedgwick, shows how the money and influence conferred on these publications by their benefactors can lead to zealotry and abuse. Sedgwick is hardly the political tyrant portrayed in the *Review*. But as the cold war is reincarnated on American college campuses—with a conservative press trying to dislodge the "liberal establishment"— the casualties will probably include more Sally Sedgwicks. Lf

Andrew Bowers is a reporter for WBUR Radio, Boston, and is frequently heard on National Public Radio's "All Things Considered."

Gitlin Interview

Continued from page 21

people are deciding to hunker down and (to resort to the Ptolemaic model) to complicate Marxism with more epicycles—to round up more epicycles in order to save the scheme. To me this is juvenile. It helps not one whit in understanding anything in the real world we're staring at; it's a great squandering.

I suppose we do have the benefit of a considerable amount of recent scholarship on matters ranging from the founding of Zionism to the land question on the West Bank (here I'm thinking, for example, of Gershon Shafir's work) to the politics of oil, and such work should be better known.

Lf: *What about some of the debates that have most animated the academy of late —about the curriculum, multi-culturalism, even critical theory? Do they have anything to say to us at this juncture?*

A lot of the teach-ins in California this fall were organized by faculty who were not white, and certainly one hears frequently the line of argument that this is a war fought by black against browns for whites, which is a gross oversimplification. But the desire to remake the university along cultural lines is probably not the best starting point for a more general opposition to the war, though some of the multi-cultural activists make the mistake of trying to piggyback their concerns onto anti-war feeling, demanding that the opposition to the war assume a Third Worldist coloration.

It seems to me that one of the ironies of the post–New Left having ensconced itself in the academy is that for all the Right's preoccupation with the breakdown of the canon and so on, the campus left has persuaded itself that its work is strictly on the campus. It has actually aimed to remake the campus in a monastic spirit and in the process unlearned much of its capacity to speak to the larger society. And in that sense, it has demobilized itself as a larger political force.

So my guess would be that a lot of students and faculty who have been making their micro-revolutions in the academy will now have to regear. It will not suffice to do extended textual readings of Pentagon briefings or Hussein's speeches. One must also know something about American culture, Iraqi history, etc. The whole deconstructive line of solipsism is obviously worthless or worse in this case. Are we talking about a discourse or are we talking about a war?

Those people who like to call themselves postmodernists tend to be in a generational tension with my crowd. I notice a very clear generational split between those of us who are in our forties and have actually had some political experience and are trying to work up a map of the world which bears some relation to the world we actually believe exists, and on the other hand, the people who like to call themselves postmodernists, who are in their thirties, who have never actually experienced real politics, and who, therefore, tend to bracket the real world. Now they also have the political problem of getting tenure, which I do think affects their enthusiasm to (I'll use a crude word) disguise discussions which have a political stake as discussions about discourse. One way of assuring tenure committees and administrators that you're grown-up and serious is to speak in tongues. To me it's a devil's bargain. Lf

Editor's Note: Readers can access the Lakoff work by sending the message GET LAKOFF ESSAY PMC-TALK F=MAIL to the Bitnet or Internet address LISTSERVE@NCSUVM.

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ADVERTISEMENT

IS THE CURRICULUM BIASED?

A Statement by the National Association of Scholars

American higher education is facing widespread demands to eliminate the allegedly "Eurocentric" and "patriarchal" bias of the curriculum. While the details vary from campus to campus, these demands tend to focus on four objectives:

- *that the "canon" be revised to include more works by blacks, other ethnic minorities, and women;*
- *that "the issues of race, gender, and class" be introduced into a greater variety of courses;*
- *that more courses in women's studies and minority studies be developed;*
- *that courses in women's studies and/or minority studies be required of all undergraduates.*

Various justifications are commonly proffered for making these changes. It is alleged that:

- *works by minorities, women, and Third World authors have been excluded from the curriculum;*
- *minority and female students feel alienated and their educational progress is retarded by being asked to study works primarily by white males;*
- *in order to overcome their own prejudices, white males must become acquainted with the cultures and problems of minorities and with the perspectives and problems of women;*
- *the traditional curriculum represents the hegemony of Western culture, covertly supports a status quo inherently oppressive of women and minorities, and is unfairly imposed on students from different cultures;*
- *the traditional desiderata of truth, objectivity, and critical intelligence can be met only by adding the perspectives of women and minorities and by facing up to the new questions they raise;*
- *an increasingly diverse society and interdependent world require that our citizens gain greater understanding of different cultures.*

The **National Association of Scholars** *disputes* the first five of these arguments and believes that the last entails something other than the changes being proposed.

First, any work, whether formerly neglected or widely known, should be added, retained, or removed from the curriculum on the basis of its conformance to generally applicable intellectual and aesthetic standards. A sound curriculum cannot be built by replacing those standards with the principle of proportional representation of authors, classified ethnically, biologically, or geographically.

Second, the idea that students will be discouraged by not encountering more works by members of their own race, sex, or ethnic group, even were it substantiated, would not justify adding inferior works. Such paternalism conveys a message opposite to the one desired.

Third, other cultures, minority subcultures, and social problems have long been studied in the liberal arts curriculum in such established disciplines as history, literature, comparative religion, economics, political science, anthropology, and sociology. But more important, mere acquaintance with differences does not guarantee tolerance, an ideal Western in origin and fostered by knowledge of what is common to us all.

Fourth, the idea that the traditional curriculum "excludes" the contributions of all but males of European descent is patently false. From their beginnings, Western art and science have drawn upon the achievements of non-Western societies and since have been absorbed and further enriched by peoples around the globe. That the liberal arts oppress minorities and women is yet more ludicrous. Even if the curriculum were confined to thought strictly European in origin, it would still present a rich variety of conflicting ideas, including the very concepts of equality and freedom from oppression invoked by those who would reorient the curriculum.

Fifth, while diversity of background is valuable to the discussion of issues to which those differences are germane, objectivity is in general not enhanced but subverted by the idea that people of different sexes, races, or ethnic backgrounds necessarily see things differently. The assertion that cognition is determined by group membership is itself an example of stereotypic thinking which undermines the possibility of a true community of discourse.

Sixth, the study of the traditions and achievements of other nations and of ethnic subcultures is important and should be encouraged. But this must proceed in a manner that is intellectually honest and does not serve as a pretext for inserting polemics into the curriculum. Furthermore, "multicultural education" should not take place at the expense of studies that transcend cultural differences: the truths of mathematics, the sciences, history, and so on, are not different for people of different races, sexes, or cultures, and for that reason alone their study is liberating. Nor should we further attenuate the study of the traditions of the West. Not only is knowledge of those traditions essential for any evaluation of our own institutions, it is increasingly relevant to our understanding of other nations, which, in striking testament to the universality of the values they embody, are rapidly adapting Western practices to their own situations.

The National Association of Scholars is in favor of ethnic studies, the study of non-Western cultures, and the study of the special problems of women and minorities in our society, but it opposes subordinating entire humanities and social science curricula to such studies and it views with alarm their growing politicization. Efforts purportedly made to introduce "other points of view" and "pluralism" often seem in fact designed to restrict attention to a narrow set of issues, tendentiously defined. An examination of many women's studies and minority studies courses and programs discloses little study of other cultures and much excoriation of our society for its alleged oppression of women, blacks, and others. The banner of "cultural diversity" is apparently being raised by some whose paramount interest actually lies in attacking the West and its institutions.

We urge our colleagues to demand clear explanations and cogent arguments in support of the proposals being so rapidly brought before them, and to reject any that cannot be justified. The curriculum is and should be open to change, but we must rebut the false charges being made against existing disciplines. We must also reject the allegations of "racism" and "sexism" that are frequently leveled against honest critics of the new proposals, and which only have the effect of stifling much-needed debate.

Copies of this statement or additional information about the **National Association of Scholars** and its activities, including its Fellows Program, Research Center, Speakers Bureau, state and regional affiliates, conferences, local membership events, executive and faculty search services, and its quarterly *Academic Questions*, may be obtained by writing to the **National Association of Scholars, Suite 250 East, Twenty Nassau Street, Princeton, NJ 08542**, or by calling **609-683-7878**.

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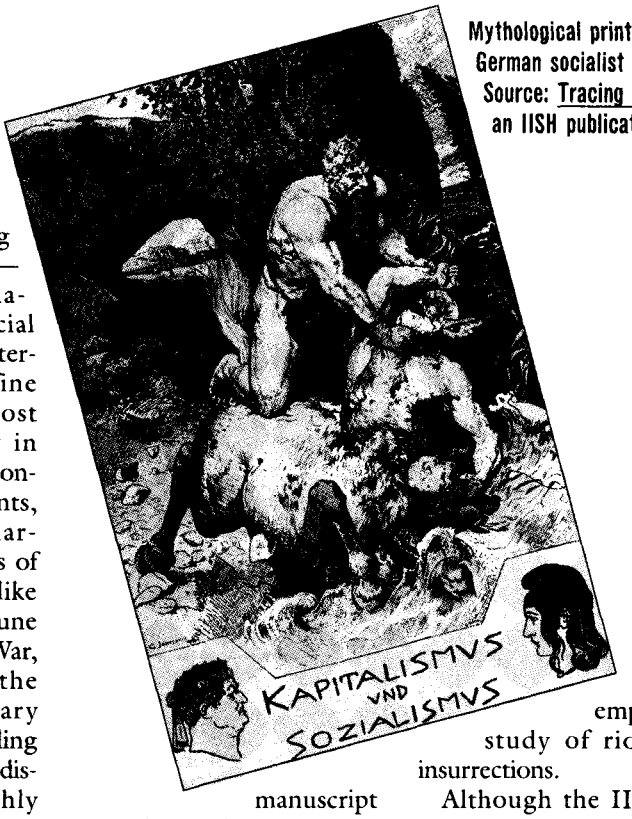
RESEARCH FILE

DOCUMENTS IN SEARCH OF SCHOLARS

"READING ABOUT REVOLUTION" OR "BOMB THROWERS' SANCTUARY"

If Marxism were dead—a questionable claim being advanced of late—then the International Institute of Social History (IISH) in Amsterdam would make a fine mausoleum. The most important repository in Europe for documents concerning labor movements, communism, and anarchism, as well as records of historical convulsions like the 1871 Paris Commune and the Spanish Civil War, the IISH preserves the flame of revolutionary thought in a tony building in the old eastern wharf district of this thoroughly bourgeois city.

Name your favorite provocateur: His or her manuscripts are probably here. Mikhail Bakunin, founder of the anarchist movement, left a paper trail that occupies three meters of shelf space; Emma Goldman, Leon Trotsky, British suffragette and socialist Sylvia Pankhurst, and dozens of other insurrectionist leaders and organizations kept files and correspondence now harbored by the IISH. At the sacred core of the collection, and casting a textual shadow over everything else, are most of the manuscripts and papers of Karl Marx and Friedrich Engels (eight shelf-meters), including the only surviving



Mythological print from a German socialist periodical. Source: Tracing the Past, an IISH publication.

manuscript page from *The Communist Manifesto*.

Despite its intellectual solidarity with the have-nots, the IISH is by no means a cloth-coat enterprise. The computerized orderliness of the place and its imposing size (a building eighty yards long and five floors high) suggest that the incendiary rhetoric of anarchism has been dispatched into a cold technocratic purgatory. With some 110 employees ("collaborators," they are called), myriad conferences throughout the year, and a publishing division that produces twenty to thirty books annually, the IISH at times resembles a buttoned-down think tank—but one devoted to the empathetic study of riots and insurrections.

Although the IISH has the most thorough record of pre–World War II European leftist history anywhere, acquisition "collaborators" do not dwell on the past. The collection has acquired a lode of material concerning the Chinese "Democracy" movement that culminated in the massacre in Beijing in Tiananmen Square in summer 1989: posters, pamphlets, video- and audiotapes, photographs, and manifestos. Defiant, handwritten poems that were pasted around Tiananmen Square are here, as well as photographs of graffiti written in blood.

The IISH also has holdings documenting the student movements in Europe during the 1960s. If one slogan of the uprising in Paris during May 1968 was "Sous les pavés, la plage" (Under the paving stones, the beach), among the curios at the IISH is a cube-shaped stone from the rebellion, now etched with a catalogue number, that one researcher uses as a paperweight. And the IISH recently got its hands on a large collection chronicling the past twenty-five years of the non mainstream press in Germany, ranging from publications by the center-left Green movement to the extremist Red Army Faction.

Scholars travel from around the world to do research here, some staying in Amsterdam for months at a time. The proportions and nationalities change, but the most frequent users (apart from the Dutch) tend to be Germans, Americans, Soviets, and (surprisingly) Japanese. "There are some fantastic research scholars in Japan of the European left," explains one staff member. The International Institute of Social History had its beginnings in Germany, where the Social Democratic Party (Sozialdemokratische Partei Deutschlands [SPD]) had collected the papers of people who had fueled proletarian movements: Marx, Engels, Bernstein, Kautsky, and others. When the party was banned by the Nazi government in 1933, the SPD collections had to be smuggled out of the country. They ended up in Amsterdam, where a

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sympathetic Dutch economist with the haunting name of Nicolaas Posthumus joined them to the archive of Dutch economic history he had founded in 1935, and the IISH was born. No sooner had the files been unpacked than the Nazis threatened to invade Holland, and large parts of the collection were dispatched to London for safekeeping. When German armies entered Amsterdam in May 1940, they immediately seized the remaining materials. It took upward of a decade after the war ended for the archive to be reconstituted.

Since the 1960s, the IISH has been funded by the Dutch Ministry of Education and Sciences and, since 1979, has operated under the aegis of the Royal Netherlands Academy of Arts and Sciences. What interest would a bourgeois state (not to mention a royal academy) have in financing research by and about people who would overthrow that state? One answer might be that the Dutch are an unusually tolerant and permissive people. But historian Gotz Langkau, an IISH researcher, offers a more suggestive explanation.

"We could turn the question around and ask why the Rockefeller and Ford foundations would want to finance this institute, as they did in the 1960s," Langkau says with a smile. "During the high tide of the Cold War, there was an interest in studying the enemy—communism, Marxism, Leninism—in a scientific, professional way. Where else to study it better than here, where all the texts concerning the history of the classic workers', socialist, and communist movements are stored?" —*Edward Ball*

Letters

Continued from page 3

(Ten years ago the knowledge base extended back ten years.) Sometimes articles in leading journals even neglect recent relevant work in that very same journal.

I suggest that in between sabbaticals (which should be devoted to research) professors should abstain from writing and catch up on their reading in some of those subfields that they have lost track of since graduate school. It would be desirable for them to teach a course in a new subfield, possibly team-teach with someone in another department.

Adrienne Lehrer, *Professor of Linguistics, University of Arizona*

MFA

MFA programs are bad because most of those who teach in them know nothing about teaching ("The Stepford Writers," Dec. 1990). They know nothing about learning styles, psychology, or the role of creativity in student growth. And they don't want to know. They are "artists" who view their academic appointments as a form of patronage.

Bad teaching has consequences. For example, the "workshop technique" is anti-developmental. Group criticism on individual student work reinforces low self-esteem and turns half of all workshoppers into underachievers.

Another problem is critical mass. Creative writing programs are small and lean toward admitting those who resemble those doing the admitting. This produces writing which is so derivative as to be meaningless. In larger programs, "unqualified" people slip in. (By and large, it's the marginal admissions who make it as writers, such as Roth, Snodgrass.) Since the minimum size for a normally distributed population of abilities at the .05 level is about 54, a program which offers both fiction and poetry shouldn't be smaller than 108 students, if it aims to commit enough mistakes in admissions to produce a major author.

Jim Sutton, *Des Moines, Iowa*

SNOWING AGAIN

In pillorying anyone so stupid as still to hold the view that the various "Eskimo" languages have many "words" for what we feel we categorize under the single, simple term snow, Pullum seems to be misinformed and to misrepresent what may be real issues ("The Great Eskimo Vocabulary Hoax," June 1990). He is misinformed about what Boas (and others) have claimed to be the case in Eskimo; he misrepresents what Boas, Whorf, and others wish to make of the facts.

Boas sought to establish the insufficiency of the purely formalist accounts of American languages prevalent in his day, and hence of purely formalist accounts of language *tout court,* linked as they were to raciological evolutionism. Characteristically proceeding by empirical examples, he cites (*Handbook of American Indian Languages,* v. I, pp. 25–26) four forms, with approximations to a differential sense for each: [1] *aput* 'snow on the ground', a simplex noun stem; [2] *qana* 'falling snow', a simplex noun stem; [3] *piqsirpoq* 'drifting snow', presumably an impersonal intransitive verb; [4] *qimuqsuq* 'snowdrift', perhaps a misprint for a stative participial of denominative verb from *qinoq* 'slush snow (heavy, thick)', a simplex noun.

Whatever the correct Baffinland dialect forms of ca. 1883, Boas's point is that languages differ in how they have lexical simplexes with differential senses that combine by grammatical rule to derive complex forms with, relativistically speaking, "complex" senses. His coevals, in thinking that the conceptual sense implicit in the use of English snow was transparent to the "natural" world of weather phenomena, were to Boas's way of thinking guided only by a local, native-speaker projection onto "reality" driven by the specific grammatical structure of their language only relative to which does a simplex like snow exist. The ontology implicit in such grammatical patterns is a property of social groups, generally called 'culture'; it is still an open question, to what degree our individual conscious "rational" projections onto "reality" are influenced by such cultural forms.

Whorf, too, a first-rate technical linguist, simply attempted to restate the Boasian verities about the "ontological relativity" of languages as denotational systems.

The real issue in Pullum's offensive piece is that, like him, contemporary textbook writers cite or allude to data the intended scholarly utility of which is opaque to them, or is simply reduced, over the time of cultural change, to slogans and epithets sometimes hurled at our predecessors and betters.

Michael Silverstein, *Harper Professor, Anthropology, Linguistics and Psychology, University of Chicago*

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BLACK & WHITE TOGETHER

TEACHING THE "BELOVED COMMUNITY" IN TODAY'S RACIALLY DIVIDED CLASSROOMS

BY JULIUS LESTER

Only now am I beginning to understand who we were and what that time was.

Understanding came one night this past spring. I was lecturing to the class I teach on the history of the civil rights movement. It's a class I've taught many times over the past fifteen years, a class that has become increasingly difficult for me because in the midst of a lecture I would be surprised by emotional pain which left me bewildered as to its origin.

I remembered books I'd read about Holocaust survivors who began remembering and having nightmares only fifteen, twenty years after. But I was not that kind of survivor. The omnipresent threat of death on a Mississippi highway in 1964 was not Auschwitz. And yet, to live in an atmosphere where the presence of death is as palpable as the smell of honeysuckle lacerated the soul in ways one dared not stop to know, in ways one could not know until a decade or two had passed.

I was telling the class about Fannie Lou Hamer that night. Mrs. Hamer was the soul incarnate of the civil rights movement in Mississippi. Until The Movement came to the state, she had lived as a sharecropper on plantations in Sunflower County. She was evicted from a plantation for attempting to register to vote and moved into a small white frame house in Ruleville to become the embodiment of freedom, not only for the blacks of Mississippi but for those of us who were much younger and more educated, those of us who had come to Mississippi to talk about freedom.

It was when I started telling the class about the beating Mrs. Hamer received in the jail in Winona, Mississippi, that the pain came with such intensity that I had to stop. I opened my mouth and tried to speak but no words would come. I waited but the words would not find their way past the tears, and unable to speak, I cried. I do not know if the 175 students in the class were old enough not to be embarrassed by tears; it did not matter. I stood there in the lecture hall, tears pouring down my face, tears I would not bring myself to wipe away.

But I wasn't crying for Mrs. Hamer, though it was convenient to let the class think so. My tears were for then and now and for me, like darkness, in the chasm between the two.

It is almost impossible to describe that world the civil rights movement destroyed, that world of my childhood and adolescence ruled by signs decreeing where I was and was not allowed to go, what door I had to enter at the bus station and train station, where I had to sit on the bus. How do I explain what it is to live with the absurd and pretend to its ordinariness without becoming insane? How do I explain that I cannot be sure that my sanity was not hopelessly compromised because I grew up in a world in which the insane was as ordinary as margarine?

Don and Nancy lived in Sewanee, Tennessee, where Don was a student at the University of the South, an elite private school. They were white southerners. Nancy and I met in the winter of 1961 at the Highlander Folk School where we both worked. She invited me to spend the weekend with her and her husband. There is nothing more ordinary than friends spending a weekend together. But in 1961, it was illegal in the state of Tennessee for blacks and whites to socialize. Spending the

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weekend at their apartment could result in all three of us being arrested. We knew. We were afraid. And we knew that we had no alternative. We were friends and friends spent weekends together.

That is how history is made. Ordinary people make a simple, human decision to live differently than their parents lived. Ordinary people make a decision to assert their humanness instead of continuing to live in deference to a collectivity that denies it.

Friday night and all day Saturday I stayed inside their apartment. If their landlord saw me, they could be evicted. There was the possibility that Don would be expelled from the school and he was to graduate in May. Late that afternoon, however, Nancy got angry. I was her friend, wasn't I? And she wanted a pizza and whose business was it if she walked down to the pizza place with her friend?

We did. It does not matter that we were too afraid to talk to each other, that we held our breaths as the cars slowed at the sight of this young black man and the attractive young white woman walking side by side. It only matters that we did it, walking slowly, and on the way back, Nancy put her arm through mine.

Back inside the apartment we started laughing, a giddy laughter that quickly turned hysterical, a laughter we could not stop, a laughter which put us on the floor, tears rolling down our faces, which left us gasping for breath, clutching our midsections. We were too young to realize that our laughter was the release of fear, tinged with a momentary insanity. But how could it not be? We had walked down the street together and had not been arrested or killed. Having grown up in a society where jail or death might be the price of friendship, how could we not have been insane?

I find myself remembering Nancy whenever I am on the university campus and see the black students sitting together at tables in the cafeteria. I remember her when I listen to black students talk about the racism on their campus, when I hear their talk of being isolated, of the need for more black students, faculty, and administrators on the campus so that there will be more of a community.

I listen and I do not understand. They are students at schools which would not accept blacks when it was my time to attend college. They have opportunities of which I could not have dreamed. Dissatisfaction straddles them as if it were a witch and they the brooms.

I am fortunate that we did not know about racism in 1961. We did not know that white people were racists. To tell the truth, we didn't even know about black people in 1961. We were Negroes, or colored. And because we didn't know, we welcomed those whites who were willing to risk their lives to destroy segregation.

Or maybe we were kinder then. We knew when whites were acting superior, when they were being paternalistic, when they were being racist, though we did not use the word. Neither they nor we had created the history we were trying to change. Their presence on a lunch counter stool at a sit-in, on a bus during the Freedom Rides, talking to people on the dusty backroads of Mississippi, Alabama, and Georgia about registering to vote was sufficient proof of the quality of their soul. So what if his vocabulary or her personality needed a little work? Eating grits and fatback for breakfast and washing up every morning in cold water from a hydrant in the backyard were good ways to learn humility and humanity.

I'm glad we didn't know about racism then, because concepts have a way of superimposing themselves on persons and the person is obliterated. I know because I grew up in the South and I was a Negro, colored, nigger.

I'm glad I didn't know about racism then, and because we didn't, we could sing "We Shall Overcome" at the close of mass meetings or any other kind of meeting, arms crossed, holding the hand of the person on either side, eyes closed, standing in a circle, swaying from side to side, and our voices acquired an urgency when we began the verse, "black and white together."

Only now do I begin to understand what a revolutionary utterance that was, only now when I see black and white more separated than they were in the segregated South of my childhood and adolescence, only now do I recognize that that brief period from 1960 to 1968 was the only time in American history when blacks and whites came together, not only to work for the common good but to know each other, not only as blacks and whites, but as persons, too.

But people have forgotten that the civil rights movement was not a black movement. The leadership was, in the main, black; most of its participants were black. But not all. By no means all. The civil rights movement was more integrated than anything has ever been in American history. Whites, too, risked their lives, and whites died, more whites than blacks, in fact, and it seems that no one wants to remember.

The students in my course do not understand why I insist that they memorize the names of the movement's martyrs. Some even resent being asked to remember the names of people who were insignificant. People who now lie dead because they knew they were not free as long as blacks were not free are not insignificant.

Mississippi, 1964.

PHOTO BY STEVE SCHAPIRO/BLACK STAR

• **William Moore** was a

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WHITNEY HUMANITIES CENTER YALE UNIVERSITY TENTH ANNIVERSARY SYMPOSIUM

CONSTRUCTING TRADITIONS
Renovation and Continuity in the Humanities
FEBRUARY 15–16, 1991

FRIDAY, FEBRUARY 15

TRADITIONS OF THE SELF
(2–4 PM)
Speakers: Juliet Mitchell, T. J. Clark
Respondents: Linda Nochlin, Peter Gay, Paula Hyman

"LOCAL KNOWLEDGE" AND ITS LIMITS (4:30–6:30 PM)
Speakers: Clifford Geertz, Jack Goody
Respondents: Ngugi wa Thiong'o, Michael Holquist, Sara Suleri

SATURDAY, FEBRUARY 16

NARRATIVE AS KNOWING
(10 AM–12 noon)
Speakers: Natalie Z. Davis, Carlo Ginzburg
Respondents: Richard Sennett, J. Hillis Miller, Anthony Kronman

JUDGMENT AND VALUE
(1:30–3:30 PM)
Speakers: Alasdair MacIntyre, Martha Nussbaum
Respondents: Owen Fiss, Geoffrey Hartman, Paul Fry

AUTHORITY, TRADITION, AND THE FUTURE OF THE DISCIPLINES
(4–6 PM)
Speakers: Stanley Cavell, Elaine Scarry
Respondents: David Bromwich, Thomas Greene, William Cronon

AT THE WHITNEY HUMANITIES CENTER, 53 WALL STREET, NEW HAVEN, CT 06520
Open to the public without charge. For further information, write or telephone: Peter Brooks, Director, (203) 432-0673

BLACK & WHITE

postman in Baltimore. He made a sandwich board and painted on it, EAT AT JOE'S BLACK AND WHITE. He started out from Baltimore to walk through the South, wearing his sandwich board. He was shot and killed three miles inside the Alabama state line after traversing Georgia.

• **James Reeb** was a minister. He was clubbed to death as he left a black café in Selma, Alabama.

• **Michael Schwerner** was an organizer for the Congress of Racial Equality in Mississippi. He was murdered in Philadelphia, Mississippi, after investigating the firebombing of a black church.

• **Andrew Goodman** was a volunteer for the Mississippi Summer Project. On his first day in Mississippi, he went with Michael Schwerner to investigate the firebombing of the black church. He was murdered also.

• **Mrs. Viola Liuzzo** was the wife of an officer of the United Auto Workers in Detroit. She was driving a young black man back to Selma after the Selma–Montgomery March. A car pulled alongside and she was shot and killed.

I want my students to remember them. I need my students to remember them because to remember is to care, and I am not sure my students know what it is to care that much.

It was in the early '70s that a young black female student asked me: "Why did y'all sit on lunch counter stools and let people spit on you and put cigarettes out on your back? That don't make no sense to me."

I looked at her, unable to speak, to say what it means when you know that, sometimes, affirming life means risking death. I looked at her and knew that the values the civil rights movement embodied would not be transmitted to the generation coming after us.

Those who want to see the civil rights movement as political are mistaken. Segregation had to be destroyed; the right of blacks to vote had to be affirmed and ensured, but that was not the movement's object. We wanted to create what we called "the beloved community." We wanted to change the very ways in which people related to one another. All those who were murdered, all those who were jailed, all those who were beaten, all those whose psyches still bear wounds from having stared death in the eye once too often did not suffer so Jesse Jackson could run for president. In less than a decade, we went from "black and white together" and the "beloved community" to "Burn, baby, burn" and Black Power. That shouldn't be possible. But it happened. Idealism was replaced by ideology. The dream was replaced by doctrine.

Maybe I started crying when I remembered Mrs. Hamer because I was weary of being beaten, weary of being assaulted by black anger when I wrote critically about black anti-Semitism or Jesse Jackson. Did William Moore, Rev. James Reeb, Michael Schwerner, Andrew Goodman, and Viola Liuzzo die just so black people could become concepts to themselves?

Maybe I cried because I had not wanted to live with death as palpable as sunshine on Mississippi backroads and I did not feel like a hero because I had. It hurts to live with death. It still hurts.

Maybe I cried because to live in the chasm between then and now, to live and try to pull then into now is a task greater than I am. Maybe I cried because then was then and now is now and that's how it should be and I hate that.

The following week one black female student slipped me a card and said, "Thank you." Another brought me flowers and said nothing. And I thought I felt a barely perceptible movement somewhere in the universe and I dared hope that then had moved a little closer to now. LF

Julius Lester is the author of several books for both children and adults, including the memoir Lovesong *and the novel* Do Lord Remember Me. *He is a professor of Judaic and Far Eastern Studies at the University of Massachusetts, Amherst. A version of this essay recently appeared in* Salmagundi, *a quarterly published by Skidmore College.*

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Three Women, Three Voices

Continued from page 19

written; I am in fact proud of them. What I wanted was to reach a larger audience and to go somewhere new. What I discovered was that at first I did not know how.

The turning point came when I showed an early chapter to the members of my newly formed writing group. I was writing on an untraditional, uncanonical topic—Edgar Rice Burroughs's Tarzan novels—but my approach was conventional and scholarly. I began by surveying the critical literature on Tarzan and protesting (a little uneasily) that earlier critics either had overidentified with Burroughs or had not taken Tarzan seriously with regard to race and gender relations. I tried to pack lots of statistics and facts in the opening paragraphs to prove that Tarzan was important. In my eagerness to meet accepted standards of academic seriousness, I had succeeded (to borrow a phrase Wayne Booth once used to describe the freshman essay) in being "boring from within."

The members of my group, from whom I had asked no mercy that day, showed none. The chapter was sluggish, they said; the prose was lifeless and cold. It had no momentum, no narrative. Instinctively, I defended myself: I talked about all the interesting things that happened as I was researching and writing the chapter, telling them how I often found articles on the rebirth of the Tarzan phenomenon in issues of magazines that report the assassination of President Kennedy and reproduce those astonishing pictures we all remember of Jackie and little John-John and of Oswald. I had tried in the chapter to place the Tarzan series in the context of the twenties (the decade of its first great popularity) and the sixties (the decade of its rebirth). But I had used a style that censored my own experiences and visceral responses and that hid my writing's source of energy. One member of the group said, cannily, "You know, none of what you've just said comes out in this chapter. And there's a huge difference between the things you say and the things you write. You never write anything funny. You often say funny things." She was right. The other members of the group asked me to say more about La, a barbarian priestess in the Tarzan novels whom I had mentioned in passing. As I warmed to my description of La's importance and La's wrongs, my friend said, "When you start to get dull, pretend you *are* La." And she was also right.

For me, "writing like La" became a metaphor for getting to a place where I was not afraid to write in a voice that had passion as well as information—a voice that wanted to be heard. "Writing like La" meant letting myself out of the protective cage of the style I had mastered—a style I now call the thus-and-therefore style because it naturally tends to include distancing words like those. Before I could change my thus-and-therefore style, I had to defamiliarize it; I had to know my cage so that I could open it at will. A fifteen-minute exercise I did with my writing group was a significant breakthrough. In this exercise, I parodied my own dullest style in a description of grocery stores in Durham, North Carolina. I began the description with just the kind of generalization that was one of my primary tics as a writer: "In Durham, one can shop at Food Lion for bargains, or Kroger's for selection. The most interesting shopping of all, however, is done at Harris Teeter." This exercise made me laugh at my own habits and made it impossible for me afterward to write unknowingly in my usual way. But there were many low points, when I found myself unable to do anything *but* write in my dullest style ...

We cling to the fiction of completeness and coverage that the academic style preserves.

All of us who write criticism today wrote dissertations yesterday. And our teachers often tried, and succeeded in, handing on what they perceived as the correct—that is, the careful, the judicious, the fair—way to write. But the styles we were taught can't work now in the same way as they worked fifty or even fifteen years ago. No one who gets around to writing a book, or even an essay, ever reads everything that has been written about a subject. Yet we cling to the fiction of completeness and coverage that the academic style preserves. This style protects us, we fondly believe, from being careless or subjective or unfair. It prescribes certain moves to ensure that the writer will stay within the bounds that the academy has drawn....

[I]f all we want to do is to write for professional advancement, to write for a fairly narrow circle of critics who exist within the same disciplinary boundaries as we do, there is nothing really wrong with the traditional academic style. In fact, it's the right style, the inevitable style, because it says, in every superfluous detail and in every familiar move, You don't need to read me except to write your own project; I am the kind of writing that does not want to be heard.

But when critics want to be read, and especially when they want to be read by a large audience, they have to court their readers. And the courtship begins when the critic begins to think of himself or herself as a writer as well, a process that for me, as for some other critics of my generation, means writing as a person with feelings, histories, and desires—as well as information and knowledge. When writers want to be read they have to be more flexible and take more chances than the standard scholarly style allows: often, they have to be more direct and personal. In a very real way (although my writing includes precious few autobiographical revelations), I could not think of myself as a writer until I risked exposing myself in my writing.

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JOBTRACKS 1990-91

JUNIOR HIRINGS, BY DISCIPLINE AND BY GRADUATE TRAINING

ANTHROPOLOGY/ARCHEOLOGY/FOLKLORE

TRAINED BY	NAME	HIRED BY	
Arizona State U	Miller, Bruce	British Columbia	CAN
Arizona, U of	Galloway, Allison	UC SantaCruz	CA
Arizona, U of	Pyburn, Anne K.	Indiana-Purdue, Ind	IN
Chicago, U of	Algaze, Guillermo	UC San Diego	CA
Chicago, U of	Huchinson, Sharon E.	Wiscnsn, Madison	WI
Chicago, U of	Nuckolls, Charles	Emory U	GA
Chicago, U of	Nuckolls, Janis	Indiana, Blmngtn	IN
Colorado, U of	Rees, Martha Woodson	Agnes Scott C	GA
Columbia U	Lindholm, Charles	Boston U	MA
Cornell U	Ivy, Marilyn	Chicago, U of	IL
Denver, U of	Tien, Liang	Washington, U of	WA
Duke U	Hirsch, Susan	Wesleyan U	CT
Harvard U	Grinker, R. Richard	Carleton C	MN
Harvard U	Habicht-Mauche, Judith	UC SantaCruz	CA
Harvard U	Hall, Grant	Texas Tech	TX
Harvard U	Strauss, Claudia	Duke U	NC
Illinois, Urbana	Pearsall, Deborah	Missouri, Columbia	MO
Indiana	Rasmussen, Susan	Houston, U of	TX
Indiana, Blmngtn	Fry, Douglas	Eckerd College	FL
Johns Hopkins U	Weller, Robert	Boston U	MA
Michigan, U of	Anagnost, Ann	Washington, U of	WA
Michigan, U of	Darlington, Susan	Hampshire C	MA
Michigan, U of	de Montmollin, Olivier	Columbia U	NY
Michigan, U of	George, Kenneth	Harvard U	MA
Michigan, U of	Junker, Laura	Vanderbilt U	TN
Michigan, U of	Polioudakis, E.	Ohio University	OH
Michigan, U of	Poyer, Lin	Cincinnati, U of	OH
Michigan, U of	Steedly, Mary	Harvard U	MA
Michigan, U of	Trix, Frances	Wayne State U	MI
Michigan, U of	Vitzthum, Virginia J.	UC Riverside	CA
Michigan, U of	Welch, Paul	CUNY, Queens C	NY
N/A	Crabtree, Pamela	New York U	NY
NCarolina, ChplH	Fritz, Gayle J.	Washington U	WA
New Mexico, U of	Enloe, James	Iowa, U of	IA
New York U	Benefit, Brenda	S.Illinois, Carbndl	IL
Northwestern U	Tamanoi, Mariko	Iowa, U of	IA
Oregon, U of	Clark, Scott F.	Indiana State U	IN
Penn, U of	Crisman, Kevin	Texas A&M U	TX
Penn, U of	Haeri, Niloofar	Johns Hopkins U	MD
Penn, U of	Rudner, David	Boston U	MA
Penn, U of	Stein, Gil	Northwestern U	IL
Princeton U	Mumford, Stan	Idaho, C of	ID
S. California, U of	Schlindwein, Deborah	Georgia, U of	GA
S.Illinois, Carbndl	Cobb, Charles	SUNY, Binghmtn	NY
Stanford U	Tooby, John	UC SntaBarbara	CA
Stanford U	Visweswaran, Kamala	New School	NY
SUNY, Albany	Dunham, Peter	Cleveland State	OH
SUNY, Albany	Earle, Duncan	Texas A&M U	TX
SUNY, StonyBrk	Shapiro, Liza	Texas, Austin	TX
Syracuse U	Faust, Betty	Southern Oregon	OR
Syracuse U	Ward, Carol	Missouri, Columbia	MO
Texas, Austin	Flores, Richard R.	Wiscnsn, Madison	WI
Texas, Austin	Graham, Laura	Iowa, U of	IA
Texas, Austin	Hendricks, Janet	Vanderbilt U	TN
UC Berkeley	Ajirotutu, Cheryl	Wiscnsn, Milwauk	WI
UC Berkeley	Cords, Martina	Columbia U	NY
UC Berkeley	Dietler, Michael	Yale University	CT
UC Berkeley	Krusko, Nancy	Beloit College	WI
UC Berkeley	Lavie, Smadar	UC Davis	CA
UC Berkeley	Linke, Ulrike	Rutgers, N Bruns	NJ
UC Berkeley	Nabokov, Peter A.	Wiscnsn, Madison	WI
UC Davis	Mitani, John	Michigan, AnnArb	MI
UC Irvine	Bradley, Candice	Lawrence U	NY
UC Los Angeles	Jenkins, Janis	Case Westrn Res	OH
UC San Diego	Scott, George	CalSU-LBeach	CA
Washington State	Hale, Charles R.	UC Davis	CA
Washington, U of	Gladney, Dru	S. California, U of	CA
Washington, U of	Greenway, Christine	Holy Cross, C of	MA
Wayne State U	Bailey, Eric J.	Indiana-Purdue, Ind	IN
Wiscnsn, Madison	Koltyk, JoAnn	Saint Cloud State	MN
Yale University	Apter, Andrew	Chicago, U of	IL
(CAN)British Columbia	Cruikshank, Julia	British Columbia	CAN
(CAN)British Columbia	Reynolds, Terry	Denver, U of	CO
(CAN)Simon Fraser U	Ellis, Christopher	Western Ontario	CAN
(CAN)Toronto, U of	White, Christine	Western Ontario	CAN
(UK)London, U of	deTerra, Diane	Saint Michael's C	VT
(UK)Manchester	Crehan, Kate	New School	NY

AREA STUDIES

TRAINED BY	NAME	HIRED BY	
Columbia U	Swatek, Catherine	British Columbia	CAN
CUNY, Grad Schl	Seung-Kyung, Kim	Maryland, CollPk	MD
Georgetown U	Yamada, Haru	Arizona, Tucson	AZ
Illinois, U of	Takougang, Joseph	Cincinnati, U of	OH
Indiana	LeSuer, Geta	Ohio State	OH
Iowa, U of	Grim, Valerie	Indiana, Blmngtn	IN
Johns Hopkins U	Parrott, June	Saint Cloud State	MN
Maryland, U of	Brice-Finch, J.	James Madison	VA
Mass, Boston	Turner, Patricia	UC Davis	CA
Michigan, U of	Jones, Kimberly	Arizona, Tucson	AZ
Michigan, U of	Radano, Ronald M.	Wiscnsn, Madison	WI
Minnesota, U of	Kozol, Wendy	Maryland, Catonsvl	MD
Notre Dame	Armah, Bartholomew	Wiscnsn, Milwauk	WI
Texas, Austin	Pershing, Linda	SUNY, Albany	NY
Texas, Austin	Rakowski, Kathy	Ohio State	OH
UC Berkeley	Flores-Ortiz, Yvette	UC Davis	CA
UC Berkeley	Yung, Judy	UC SantaCruz	CA
UC Irvine	Lezano, Wendy	Cal SU-LBeach	CA
UC Los Angeles	Espiritu, Yen	UC San Diego	CA
UCalifornia	Badejo, Deidre	Louisville, U of	KY
Union Grad Schl	Hoskins, Linus	Kent State U	OH
Union Inst	Aguilar, Delia	Bowling Green S	OH
Utah, U of	Crum, Steven	UC Davis	CA
Washington State	McBeth, Sally J.	Northern Colorado	CO
Wiscnsn, Madison	Kirk, Joyce	Wiscnsn, Milwauk	WI
Yale University	Perry, Kathleen	Cornell U	NY
Yale University	Smith, Drew	Indiana, Blmngtn	IN
(GR)Hamburg	Preisendanz, Karin	British Columbia	CAN
(UK)Oxford U	Johnson, Howard B.	Delaware, U of	DE

ART/ART HISTORY

Arizona, U of	Scaff, Sue	Arizona, Tucson	AZ

THIS ISSUE: ANTHROPOLOGY THRU HISTORY NEXT ISSUE: LINGUISTICS, MUSIC, MIDDLE EASTERN LANGUAGES, ORIENTAL LANGUAGES, PHILOSOPHY, POLITICAL SCIENCE, RELIGION, RUSSIAN, SOCIOLOGY AND SPANISH/PORTUGUESE

THESE TABLES reflect first-time hirings to full-time junior positions effective as of the '90-'91 academic year in the humanities and social sciences (excluding psychology) at more than 250 4-year colleges and universities in the US and Canada.

The tables should be read as follows: the institution in the third column hired for the first time to a full-time junior position the individual in column two. (It may not be the first junior position the individual has gotten.) The individual received graduate training at the institution in the first column.

Information about graduate training was obtained either from the hiring institution or from the individual. This information has not been double-checked with each training institution. **"N/A"** means this information was not available at press time.

"S," "C," and "U" mean **"State," "College,"** and **"University."** **[NTG]** means this institution is partially or completely non-tenure-granting.

LINGUA FRANCA goes to great effort to insure that our data is accurate and as complete as possible. Since we have in most cases relied upon the administrators we survey, however, many of whom are not yet accustomed to providing information in the categories we request (we thank them warmly for their cooperation), we know that JOBTRACKS is, as we go to press, incomplete and still not free from all errors. Consequently, we cannot be responsible for errors and omissions, and readers are advised not to act on any of this information without verifying it.

We invite our readers to help make JOBTRACKS an even more comprehensive reference tool, in the following way.

If one of our items is in error, please let us know, on the stationary of the hiring department, specifying your name and title.

Deans and administrators: If your institution isn't represented and should be, write or call us to request the appropriate form.

Faculty members: If your name isn't here and should be, ascertain who in your administration or news office both has this information for the humanities and social sciences, and is willing to part with it. Give us the person's name and title, and your name and title. Note that aside from first-time junior hirings as of the '90-'91 academic year, we are also interested in tenurings and hirings to tenure (such as those listed in our December 1990 issue). We are not listing temporary or visiting positions, nor first-time hirings to those senior positions that are probationary (*e.g.* associate professor without tenure).

Contact us either by writing to the Jobtracks Desk, *Lingua Franca*, 172 East Boston Post Rd., Mamaroneck, NY 10543-9936, or by calling us at the 24-hour Jobtracks Line: 914-381-3801.

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Arizona, U of	Svendsen, Dennis W.	Minnesota, Morris	MN
ArtInst, Chicago	Blum, Andrea	CUNY, Hunter C	NY
ArtInst, Chicago	Rogala, Miroslaw	R P I	NY
ArtInst, Chicago	Roos, Peter	Keene State C	NH
Bowling Green S	Mac Ann, Treelee	SCarolina, Coastl	SC
Bowling Green S	McCall, Richard	Lincoln U, Jeffersn	MO
Brown U	Schindler, Richard	Allegheny C	PA
Bryn Mawr C	Rowland, Ingrid	Chicago, U of	IL
Case Westrn Res	Janson, James	Georgia Southwstrn	GA
Colorado, U of	Volpacchio, John	Salem State C	MA
Columbia U	Halasz, Piri	Bethany College	WV
Columbia U	Wojtowicz, Robert	Old Dominion U	VA
Cornell U	Peters-Campbell, John R	Colorado, ColSpr	CO
Cranbrook Acad.	Chapman, Gary	Alabama, Birmng	AL
Cranbrook Acad.	Hoffman, Lorre	Colorado, Denver	CO
CUNY, Hunter C	Carriero, Joel	CUNY, Hunter C	NY
CUNY, Hunter C	Weaver, Thomas	CUNY, Hunter C	NY
CUNY, Queens C	Andriulli, Carol	Maryland, Catonsvl	MD
Delaware, U of	Blake, Jody	Bucknell U	PA
Delaware, U of	Curran, Kathleen	Trinity C	CT
Drew U	Bosch, Lynette	SUNY, Cortland	NY
Florida State U	Hawley, Donald	NCarolina, Wimngtn	NC
Florida State U	Legette, Lee David	Winston-Salem	NC
Fort Hays State	Jolliffe, Laurie	Fort Hays State	KS
Georgia Southern	Wylly, Susan	Georgia C	GA
Georgia, U of	Morin, Shawn	Bowling Green S	OH
Harvard U	Malenfer, Valerie	New York U	NY
Harvard U	Netzer, Nancy	Boston C	MA
Harvard U	Reed, Natalia	Holy Cross, C of	MA
Illinois, U of	Boone, Charles	Du Page, C of	IL
Illinois, Urbana	Bellweg, Janet	Bowling Green S	OH
Indiana	Frank, Barbara	SUNY, StonyBrk	NY
Indiana	Moses, Jennifer	New Hampshire	NH
Iowa, U of	Kemp, Kurt	Sonoma State U	CA
Iowa, U of	Lee, Shwu Ting	CalSU - SBrnrdno	CA
Iowa, U of	Rhoads, Stefanie	North Dakota S	ND
Iowa, U of	Slatten, Ralph	E Tennessee S U	TN
Iowa, U of	Thunder-McGuire, Steve	Iowa, U of	IA
Johns Hopkins U	Allara, Pamela	Brandeis U	MA
Johns Hopkins U	Colantuono, Anthony	Maryland, CollPk	MD
Johns Hopkins U	Dale, Thomas	Columbia U	NY
Johns Hopkins U	Diebold, William	Reed C	OR
Johns Hopkins U	Gotlieb, Marc	Emory U	GA
Kansas, U of	Brackett, David	Skidmore C	NY
Kansas, U of	Hedquist, Valerie	Washington & Lee	VA
Mason Gros Schl	Kane, Leigh	Carleton C	MN
Mass, U of	Fafunwa, Sheri	Central Conn SU	CT
Michigan, U of	Higashi, Elizabeth	Michigan, Drbrn	MI
Minnesota, U of	Asher, Catherine	Minnesota, TwinC	MN
Minnesota, U of	Denney, Colleen	Wyoming, U of	WY
Missouri, Kansas	Markley, Jeffrey	Georgia Southwstrn	GA
N/A	Bavar, Ann	Manhattanville C	NY
N/A	Brands, Lyn	Arkansas St U	AR
N/A	Hamlin, Louise	Dartmouth C	NH
N/A	Paoletta, Donald	Texas, Tyler	TX
N/A	Randall, Colleen	Dartmouth C	NH
N/A	Roberson, J. Karen	Texas, Tyler	TX
NCarolina, Grnsb	Elliott, David S.	Winston-Salem	NC
New York U	Howard, Angela	Rutgers, N Bruns	NJ
New York U	Lindsay, Arturo	Spelman C	GA
North Texas, U of	Waschka , R.A.	North Carolina S	NC
Northern Ill. U	Guerin, Katherine	Wyoming, U of	WY
Northern Ill. U	White Arvanetes, Jan	Alma College	MI
Ohio State	Blair, Laurie	Northern Kentucky	KY
Ohio State	Noble, Cynthia	Springfield C	MA
Ohio State	Rinehart, John	Antioch U	OH
Ohio University	Campbell, Michael	Shippensburg	PA
Pennsylvania State	Andriulli, Robert	Millersville U of PA	PA
Pennsylvania State	Cole-Zielanski, Trudy	Frostburg State	MD
Pratt Institute	Connor, Maureen	CUNY, Queens C	NY
Pratt Institute	McCarthy, John	Maryland, CollPk	MD
Pratt Institute	Walkingstick, Kay	SUNY, StonyBrk	NY
Pratt Institute	Wenz, Alison	Seton Hall U	NJ
Princeton U	Brock, Karen	Michigan, AnnArb	MI
Princeton U	Koehler, Karen	Skidmore C	NY
R I Sch of Design	Armstrong, Martha	Smith C	MA
R I Sch of Design	Copin, Kerry	Maryland, CollPk	MD
R I Sch of Design	Hansen, Susan	Wooster, C of	OH
Rutgers U	Sanchez, Juan	CUNY, Hunter C	NY
S. California, U of	Colpitt, Frances	Texas, San Anton	TX
S. California, U of	Hsu, Ginger Ghen-Chi	UC Riverside	CA
San Francisco SU	Locks, Norman	UC SantaCruz	CA
San Jose State U	Jernegan, Jeremy	Tulane U	LA
St. Louis U	Au, Jerene Frances	Webster U[NTG]	MO
Stanford U	Von Falkenhausen, Lothar	UC Riverside	CA
Syracuse U	Weaver, Marie	Alabama, Birmng	AL
Temple U	Bills, Mitchell	Southern CT SU	CT
Texas, Austin	Abrams, Robin	Texas, San Anton	TX
Texas, San Anton	Fisher, Stephen	Idaho, C of	ID
Texas Tech	Norman, Stan	NCarolina, Wimngtn	NC
Tufts U	Schouten, Marion	Holy Cross, C of	MA
Tyler Schl of Art	Sloan, Laurie E.	Connecticut, U of	CT
UC Davis	Munakata, Grace	Cal SU-Haywrd	CA
UC Los Angeles	Barth, Uta	UC Riverside	CA
UC Los Angeles	Yau, Esther	Occidental C	CA
UC Los Angeles	Yiengpruksawan, Melanie B.	Yale University	CT
UC San Diego	Liu, Hung	Mills C	CA
UC SantaCruz	Mavor, Carol	NCarolina, ChplH	NC
UC SntaBarbara	Ptacek, Robin	Maryland, Catonsvl	MD
UCalifornia	Dean, Carolyn	Texas Tech	TX
UCalifornia	Graham, Mark	Auburn U	AL
UCalifornia	Thomas, Bruce	Lehigh U	PA
Virginia Cmonwlth U	Chovanec, Steven	Oregon State U	OR
Washington, U of	Caldemeyer, Charles	Ashland C	OH
Wichita State U	Powers, Leland	Fort Hays State	KS
Wiscnsn, Madison	Dryburgh, Mary	Tulsa, U of	OK
Wiscnsn, Madison	Klebesadel, Helen	Lawrence U	NY
Wiscnsn, Madison	Treu, Barry	Texas, Dallas	TX
Wiscnsn, Madison	Wold, Kurt	Texas, Dallas	TX
Wiscnsn, U of	McNamara, Kathleen	Central Conn SU	CT
Yale University	Barringer, Judith	Middlebury C	VT
Yale University	Brown, David	Emory U	GA
Yale University	Cohen, Sarah	SUNY, Albany	NY
Yale University	Kuo, Jason	Maryland, CollPk	MD
Yale University	Lombard, Lynette	Knox C	IL
Yale University	McTighe, Shiela	Barnard C	NY
Yale University	Stone-Miller, R.	Emory U	GA
Yale University	Wilson, Judith	Virginia, U of	VA
(CAN)British Columbia	Lum, Ken	British Columbia	CAN
(CAN)Toronto, U of	Mandel, Corinne L.	Western Ontario	CAN
(CAN)Windsor, U of	Butler, Shiela M.	Western Ontario	CAN
(CAN)York U	Shantz, Susan	Saskatchewan	CAN
(FR)H.Etudes	Buettner, Brigitte	Smith C	MA
(SCT)Edinbrgh U	Locke, Donald	Augusta C	GA

CLASSICS

Brown U	Stevenson, Walter	Richmond, U of	VA
Columbia U	Lowrie, Michèle	New York U	NY
Duke U	Stewart, Roberta	Dartmouth C	NH
Harvard U	Brennan, T. Corey	Bryn Mawr C	PA
Harvard U	Heskel, Julia	Yale University	CT
Iowa, U of	Smith, Cynthia	Loras C	IA
Johns Hopkins U	Wagman, Robert	Florida, U of	FL
Michigan, U of	Hoffman, Gail L.	Yale University	CT
Michigan, U of	Martinez, David G.	Texas, Austin	TX
Minnesota, U of	Parker, Hugh C.	Smith C	MA
N/A	Dillery, John	Michigan, AnnArb	MI
N/A	Hinckley, Lois	Southern Maine	ME
NCarolina	Papillon, Terry L.	Marquette U	WI
Oberlin C	Christ, Matthew	Indiana, Blmngtn	IN
Penn, U of	Koehl, Robert	CUNY, Hunter C	NY
Pennsylvania State	Connors, Catherine	Washington, U of	WA
Princeton U	Cai, Zong-Qi	SUNY, StonyBrk	NY
Princeton U	Colwell, Sheila	Washington, U of	WA
Princeton U	Janan, Micaela	Duke U	NC
Princeton U	Karke, L.U.	UC Berkeley	CA
Princeton U	Rosenmeyer, Patricia A.	Yale University	CT
Stanford U	Damon, Cynthia	Harvard U	MA
SUNY, Buffalo	Mitchell, Timothy	Texas A&M U	TX
UC Berkeley	Astorga, James	Rutgers, N Bruns	NJ
UC Berkeley	Cook, Erwin F	Texas, Austin	TX
UC Berkeley	Gurval, Robert	UC Los Angeles	CA
UC Berkeley	Udwin, Victor	Tulsa, U of	OK
UC Los Angeles	Depew, Mary	Iowa, U of	IA
Yale University	Nicholson, Eric	SUNY, Purchase	NY
Yale University	Redfield, Marc	Claremont Grad	CA
Yale University	Ward, Alysa	Georgia, U of	GA
(ISRL)Tel Aviv U	Roisman, Hanna	Colby College	ME
(ISRL)Tel Aviv U	Roisman, Joseph	Colby College	ME
(UK)Cambridge	Helzle, Martin	Case Westrn Res	OH

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JOBTRACKS 1990-91

JUNIOR HIRINGS, BY DISCIPLINE AND BY GRADUATE TRAINING

COMMUNICATION

TRAINED BY	NAME	HIRED BY	
Alabama, U of	Stoffregen, Ronald	Wiscnsn, LaCross	WI
Anneberg Schl	Kelly, Edward	Canisius C	NY
Annenberg, Penn	Griffin, Michael S.	Minnesota, TwinC	MN
Arizona, U of	Baesler, Erland J.	Old Dominion U	VA
Arizona, U of	Comstock, Jamie	Florida, U of	FL
Arizona, U of	Walthar, Joseph	Oklahoma, U of	OK
Arkansas SU	Smith, Lewis A.	PrairieView A & M	TX
Arkansas SU	Sumnit, Paul	Lincoln U, Jeffersn	MO
ArtInst, Chicago	Johnson, Robert	Stockton State C	NJ
Austin Peay SU	Campbell, Ironda J.	Winthrop C	SC
Ball State U	Spieczny, Sandra	Glassboro S C	NJ
Bowling Green S	Carbone, Ralph	Marietta C	OH
Bowling Green S	Gygli, Karen L.	John Carroll U	OH
Brigham Young U	Gibbs, Richard	Shippensburg	PA
Cal SU - Doming	Heeger, Jack	CalSU-LBeach	CA
Cincinnati, U of	Watts, Eric	Dayton, U of	OH
Colorado, U of	Wagner, Albin	British Columbia	CAN
Columbia U	Branch, Kip	Hartford, U of	CT
Columbia U	Moran, Denis	Boston C	MA
Cornell U	Jones, Philip Mallory	SUNY, Fredonia	NY
Creighton U	Neuhaus, Mary Lynn	Loras C	IA
CUNY, Grad Schl	Berger, Jason	Duquesne U	PA
CUNY, Queens C	Kelly-Roche, Maureen	CUNY, Queens C	NY
Florida, U of	Richardson, Brian E.	Washington & Lee	VA
Fort Hays State	Bardwell, Bruce	Fort Hays State	KS
Fort Hays State	Crawford, Christopher	Fort Hays State	KS
Georgia, U of	Lule, Jack	Lehigh U	PA
Georgia, U of	Muschell, David	Georgia C	GA
Hawaii, U of	Kleuver, Dan L.	Georgia Southern	GA
Illinois State U	McLean, Donna	Indiana, Kokomo	IN
Illinois, U of	Griffiths, Scott	Florida, U of	FL
Illinois, U of	McAllister, Matthew	Denison U	OH
Illinois, U of	Myers, Renee	Wiscnsn, Milwauk	WI
Illinois, U of	Pecora, Norma	Emerson C	MA
Illinois, U of	Peters, Thomas	Louisville, U of	KY
Illinois, Urbana	Holt, Richard	Louisville, U of	KY
Illinois, Urbana	Taylor, Charles	Indiana, Blmngtn	IN
Indiana	Aungst, Ronald	Sam Houston S U	TX
Indiana	Bhatia, Azra	Hartford, U of	CT
Indiana	Freeman, Dorothy	Seton Hall U	NJ
Indiana	Lafky, Sue	Iowa, U of	IA
Indiana	Rowley, Edwin N.	Indiana State U	IN
Indiana	Shah, Hemant	Wiscnsn, Madison	WI
Indiana	Stanley, Nina Jane	Central Mich U	MI
Iowa, U of	Carle, Kris	Nebraska, Omaha	NE
Iowa, U of	Dace, Karen	Utah, U of	UT
Kansas, U of	Christiansen, A.	Macalester C	MN
Kansas, U of	Williams, Sheryl L.	Duquesne U	PA
Kent State U	Clair, Robyn	Cleveland State	OH
Kent State U	Rudd, Jill	Cleveland State	OH
Kentucky, U of	Seibert, Joy Hart	Louisville, U of	KY
Louisiana S U	Hantzis, Darlene	Indiana State U	IN
Louisiana S U	Huey, Preston	Washington State	WA
Louisiana, U of	Allen, Terre	CalSU-LBeach	CA
Mass, Amherst	McDaniel, Dana	Southern Maine	ME
Mass, U of	Harris, Cheryl	CalSU - SBrnrdno	CA
Mass, U of	Mendez-Mendez, Serafin	Central Conn SU	CT
Mass, U of	Stanback, Marsha	Tulane U	LA
Michigan State U	Atkin, David	Cleveland State	OH
Michigan State U	Harris, Allen	Illinois, Chicago	IL
Michigan State U	Kellermann, Kathy	UC SntaBarbara	CA
Michigan State U	Lim, Tae-Seop	Wiscnsn, Madison	WI
Michigan State U	Lin, Carolyn	Cleveland State	OH
Michigan State U	Lingsangan, Renato	Cal SU-Haywrd	CA
Michigan State U	Warner, Guy	Augusta C	GA
Minnesota, U of	Braun, Mark	Gustavus Adolph	MN
Minnesota, U of	Dow, Bonnie	Cincinnati, U of	OH
Minnesota, U of	Lopez-Pumarejo, T.	Wiscnsn, Parksd	WI
Minnesota, U of	Murphy, Sally	Cal SU-Haywrd	CA
Missouri	Elsayed, Ossman	Cal SU-Haywrd	CA
Missouri, Colmbia	Brinson, Susan	Auburn U	AL
Missouri, Colmbia	Guckes, Marcia	Webster U [NTG]	MO
Missouri, StLouis	Ziegler , Stephen	Wiscnsn, Milwauk	WI
N Illinois U	Layng, Jacqueline	North Dakota S	ND
N/A	Babcock, William A.	Minnesota, TwinC	MN
N/A	Conaway, Roger N.	Texas, Tyler	TX
N/A	Horstman, Judith	Oregon State U	OR
N/A	Johnson, Leola A.	Minnesota, TwinC	MN
NCarolina, ChplH	Gozenbach, William	East Carolina U	NC
NCarolina, ChplH	Griffin, Jeffrey	Dayton, U of	OH
NCarolina, ChplH	Straughan, Dulcie	NCarolina, ChplH	NC
NCarolina State U	Blount, Brian C.	Winston-Salem	NC
Nebraska, Lincoln	Boatman, Sara	Nebraska Weslyn	NE
Nebraska, U of	Barrett, Beth	Kearney State C	NE
Nebraska, U of	Flynn, Thomas	Clarkson U	NY
Nebraska, U of	Sobnosky, Matthew	Emerson C	MA
New York Times	Norman, Michael	New York U	NY
New York U	Lum, Casey	Adelphi U	NY
North Dakota S	Fetzik, Steven	North Dakota S	ND
Northwestern U	Schiappa, Edward	Purdue U	IN
Ohio State	Lawson, Harold	Centrl Missouri S	MO
Ohio State	Marshall, Scott	Sangamon State	IL
Ohio State	Nelms, Ralph	S.Illinois, Carbndl	IL
Ohio State	Strout, Lawrence N.	S. Mississippi	MS
Ohio State	Williams, Jeanne P.	Georgia Southern	GA
Ohio University	Allen, Austin	Cleveland State	OH
Ohio University	Denski, Stan W.	Indiana-Purdue, Ind	IN
Ohio University	Green, Jeff	Kearney State C	NE
Ohio University	Kennedy, Laurel	Denison U	OH
Ohio University	Kramer, Eric	Oklahoma, U of	OK
Ohio University	Lovdal, Lynn	Denison U	OH
Ohio University	Marrus, Francine E.	Clemson U	SC
Ohio University	Mwachofi, Ngure Wa	Indiana, NW	IN
Ohio University	Nicotera, Anne	Oklahoma, U of	OK
Ohio University	Parker, James	Oregon State U	OR
Ohio University	Redick, Randolph	Texas Tech	TX
Oklahoma State	Morton, Linda P.	S. Mississippi	MS
Oklahoma, U of	Huntington, Linn	Fort Hays State	KS
Oregon, U of	Halperin, Ellen	Kearney State C	NE
Penn, U of	Hanke, Robert	Louisville, U of	KY
Penn, U of	Umble, Diane Z.	Millersville U of PA	PA
Pennsylvania State	McKinney, Bruce	NCarolina, Wimngtn	NC
Pittsburgh, U of	Farrell, Kathleen	Iowa, U of	IA
Purdue U	Kimmich, John	Iowa, U of	IA
Purdue U	Miller, David	Michigan Tech	MI
Purdue U	Seward, Linda G.	John Carroll U	OH
Rutgers U	Lesy, Michael	Hampshire C	MA
S.Illinois, Carbndl	Sarow, Marilyn Stine	Winthrop C	SC
S.Illinois,Edwrdsvl	Comeaux, Patricia	NCarolina, Wimngtn	NC
San Diego State	Brittingham, Jeanne	Nebraska, Omaha	NE
Stanford U	Barnard, Melinda	Sonoma State U	CA
Stanford U	Kurtz, Kathleen	Washington State	WA
SUNY, Albany	Kovacic, Branislav	Hartford, U of	CT
SUNY, Buffalo	Chang, Hsui-Jung (Mindy)	Richmond, U of	VA
Temple U	Roberts-Breslin, Jan	Emerson C	MA
Tennessee, U of	White, H. Allen	Duquesne U	PA
Texas A&M U	Bird, Allen	Southern Arkansas	AR
Texas, Austin	Barker, David	Missouri, Columbia	MO
Texas, Austin	Burke, Ken	Mills C	CA
Texas, Austin	Chang, Tsan-Kuo	Minnesota, TwinC	MN
Texas, Austin	Cude, Roger	Tulsa, U of	OK
Texas, Austin	Goldhor, Ruth	Austin College	TX
UC Berkeley	White, Mark B.	Wiscnsn, Madison	WI
UC Los Angeles	Fearn-Banks, Kathi	Washington, U of	WA
UC SantaCruz	Hartouni, Valerie	UC San Diego	CA
UC SntaBarbara	Breding, Connie	Minot State U	ND
Utah, U of	Taylor, Bryan	Texas A&M U	TX
Washington, U of	Goldsmith, Daena	Maryland, CollPk	MD
Wayne State U	Renz, Mary Ann	Central Mich U	MI
West Virginia U	Burroughs, Nancy	CalSU-LBeach	CA
Western Illinois U	Selbe, Nancy	Fort Hays State	KS
Wiscnsn, Madison	D'Acci, Julie	Wiscnsn, Madison	WI
Wiscnsn, Madison	Jenefsky, Cindy	Georgia, U of	GA
Wiscnsn, Madison	Liss, Julie M.	Minnesota, TwinC	MN
Wiscnsn, Madison	Rosteck, Thomas	Arkansas, Faytvl	AR
Wiscnsn, Madison	Walters, Lynne	Texas A&M U	TX
Wiscnsn, Madison	Williams, Michael	Washington State	WA
Wiscnsn, Madison	Zhao, Xinshu	NCarolina, ChplH	NC
Wiscnsn, U of	Abbas, Qaisar	Augusta C	GA
Wiscnsn, U of	Abernathy-Lear, Gloria	Illinois, Chicago	IL
Wiscnsn, U of	Bauman, Elizabeth	Washington, U of	WA
Wiscnsn, U of	Eribo, Festus	East Carolina U	NC
(CAN)Ontario, U of	Black, Al	Washington, U of	WA

COMPARATIVE LITERATURE

Arizona, U of	Harris, June	East Texas S U	TX
Chicago, U of	Jones, Lindsay	Ohio State	OH
Harvard U	Liu, Lydia H.	UC Berkeley	CA
Harvard U	Ruttenberg, N.	UC Berkeley	CA
Indiana	Sauer, Thomas G.	Indiana State U	IN
Johns Hopkins U	Mandrell, James	Brandeis U	MA
Kent State U	Gregg, Veronica	Michigan, AnnArb	MI

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TRAINED BY	NAME	HIRED BY	
Michigan, U of	Root, Gerald	Utah, U of	UT
New York U	Hertz, David	Indiana, Blmngtn	IN
UC Berkely	Horn, David	Ohio State	OH
UC Berkeley	Palumbo-Liu, David	Stanford U	CA
UC Los Angeles	Jimale Ahmed, Ali	CUNY, Queens C	NY
UC SntaBarbara	Domingo-Foreste , D.	CalSU-LBeach	CA
Yale University	Hawes, Clement	S.Illinois, Carbndl	IL
Yale University	Lezra, Jacques A.	Yale University	CT
(UK)Shakespeare Inst.	Collier, Susanne	CalSU - Northrdg	CA

DRAMA/DANCE/FILM

Arizona, U of	Pickard, Frank	New Mexico S U	NM
Arizona, U of	Staniunas, John	Wiscnsn, Madison	WI
Boston U	Tutino, Thomas	Western Kentucky	KY
Bowling Green S	Zachary, Samuel	Northern Kentucky	KY
Brandeis U	Fox, David	Wheaton C, MA	MA
Brigham Young U	Duerdon, Bruce	Texas A&M U	TX
Cal SU -LBeach	Kelling, Mary Ann	Michigan, Flint	MI
Catholic U Amer	Ness, Sally Ann	UC Riverside	CA
Connecticut, U of	Dasgupta, JoanGautam	Skidmore C	NY
Connecticut, U of	Roccoberton Jr., Bartolo	Connecticut, U of	CT
Cornell U	Nikolopoulou, Anastasia	Wooster, C of	OH
CUNY	Tanner, Jo	CUNY, Queens C	NY
Dartmouth C	Bosch, Barbara	UC SntaBarbara	CA
Emerson C	Clark, Susan	Southern Maine	ME
Florida State U	O'Shee, Kristin	Sam Houston S U	TX
Georgia, U of	Dugan, Stephanie	Wright State U	OH
Hawaii, U of	Carter, Cornelius	Webster U[NTG]	MO
Illinois, U of	McFadden, Sherry	Indiana State U	IN
Illinois, Urbana	Hickox, Phillip	Beloit College	WI
Indiana State U	Abel, Samuel	Dartmouth C	NH
Iowa, U of	Crist, Linda	Iowa, U of	IA
Iowa, U of	Koenigsaecker, Patty	Augustana C	IL
Kansas, U of	Nash, Michael	Emerson C	MA
Kansas, U of	Seikel, J. Anthony	Washington State	WA
Mass, U of	Hertzog, Jay A.	East Carolina U	NC
Mass, U of	MacLean, Calvin	Denison U	OH
Minnesota, U of	Albers, Catherine	Case Westrn Res	OH
Minnesota, U of	Hartman, David J.	Clemson U	SC
Mississippi, U of	Parks, Ken	SCarolina, Coastl	SC
Missouri, Kansas	Marshall, Victoria	Missouri, Kansas	MO
Montana, U of	Bartruff, James	Moorhead State	MN
N/A	Ayers, Teresa	Indiana, NW	IN
N/A	Deavere Smith, Anna	Stanford U	CA
N/A	Gwinup, Martin B.	Minnesota, TwinC	MN
N/A	Hawkins, Trish	Iowa, U of	IA
N/A	Lawrence, Amy	Dartmouth C	NH
N/A	Raine, Kay Clark	Mills C	CA
N/A	Volk, Craig	UC Davis	CA
NCarolina, ChplH	Addison, Bernard	SCarolina, Colmbia	SC
NCarolina, Grnsb	Grapes, David	Moorhead State	MN
NCarolina, Grnsb	Washer , Steven	Hartford, U of	CT
Nebraska, U of	Leitner, Paul	Shippensburg	PA
New York U	Berube, David	SCarolina, Colmbia	SC
New York U	Iacovelli, John C.	UC Riverside	CA
New York U	Jordan, Dale	Middlebury C	VT
Ohio State	Corning, Beth	Iowa, U of	IA
Ohio State	Van Dyke, Susan	Indiana, SE	IN
Oklahoma, U of	McGilliard, Dale	Middle Tennessee	TN
Pearson DanceCo.	Pearson, Jerry	UC SntaBarbara	CA
Pennsylvania State	Orlock, John	Case Westrn Res	OH
Pennsylvania State	Shearin, John	East Carolina U	NC
Portland, U of	Dintaman, Jeff	Luther C	IA
SCarolina, U of	Whetzel, Charles	SCarolina, Coastl	SC
South Florida	Fernandez, Debra	Skidmore C	NY
Stanford U	Ferrell, James E.	Wiscnsn, Madison	WI
Stanford U	Gerland, Oliver	Utah, U of	UT
Stanford U	Rehm, M. Rush	Stanford U	CA
Stanford U	Spears, Sara	Bowling Green S	OH
Texas, Austin	LaFeber, Scott	Utah, U of	UT
Trinity University	Cleveland, Barrett	Colorado State	CO
UC Davis	Langsner, Sandra	Wright State U	OH
UC Los Angeles	Signorelli, Philip	Centrl Washington	WA
UC Riverside	Corey, Mary	UC Irvine	CA
Virginia Cmonwlth U	Davis, Theresa	Kalamazoo C	MI
Virginia Cmonwlth U	Lopez, Nelson	Texas A&M U	TX
Washington, U of	Lutterbie, John	SUNY, StonyBrk	NY
Wayne State U	Garrett, Kurt	North Dakota S	ND
Wayne State U	Hatfield, James A.	Texas, Tyler	TX
West Virginia U	Mangone, Don	Smith C	MA
Wiscnsn, Madison	Marra, Kim	Iowa, U of	IA

TRAINED BY	NAME	HIRED BY	
Yale University	Jonas, Susan	New Hampshire	NH
Yale University	Coleman, Barbara	Alberta, U of	CAN
(CAN)Québec, U of	Lefebure, Martin	Alberta, U of	CAN
(ISRL)Hebrew U	Raffel, Ian	Simon Fraser U	CAN
(UK)Bristol, U of	Stukator, Angela	Western Ontario	CAN
(UK)King's C	Beard, William	Alberta, U of	CAN

ECONOMICS

American U	Biggs, Monica	Russell Sage C	NY
American U	Wolfson, Martin	Notre Dame	IN
Brown U	Imbens, Guido	Harvard U	MA
Brown U	Wang, Yong	Virginia Poly	VA
Brown U	Wilson, Paul W	Texas, Austin	TX
Cal Inst. Tech	Tan, Guogu	British Columbia	CAN
Carleton U	Allen , Douglas	Simon Fraser U	CAN
Chicago, U of	Ben-David, Dan	Houston, U of	TX
Chicago, U of	Click, Reid	Brandeis U	MA
Chicago, U of	Kochar, Anjini	Stanford U	CA
Chicago, U of	Wilcox, Nathanial	Houston, U of	TX
Colorado, U of	Hunt, Gary L.	East Carolina U	NC
Colorado, U of	Slattery, Edward	SW Missouri S U	MO
Columbia U	Anthonisen, Anthony	Western Ontario	CAN
Columbia U	Aranoff, Gerald	CUNY, Lehman	NY
Columbia U	Ludema, Rodney	Western Ontario	CAN
Columbia U	Moore, Bartholomew	Rutgers, N Bruns	NJ
Connecticut, U of	Pete, Peter	Colorado, ColSpr	CO
Cornell U	Clark, Carol	Trinity C	CT
Cornell U	Finzel, Bart	Minnesota, Morris	MN
Cornell U	Gaston, Noel	Tulane U	LA
Cornell U	Gomersall, Nick	Denison U	OH
Cornell U	Matcheck, Dale	Michigan, Flint	MI
CUNY, Grad Schl	Mocan, Naci	Colorado,Denver	CO
Duke U	Kim, Jinbang	UC Riverside	CA
Duke U	Romeo, Charles	Rutgers, N Bruns	NJ
George Washingtn	Loewy, Michael	Houston, U of	TX
Georgia State U	Kang, Eungmin	Saint Cloud State	MN
Harvard U	Alexander, Barbara	Brandeis U	MA
Harvard U	Choi, Jay	Columbia U	NY
Harvard U	Grossman, Richard	Wesleyan U	CT
Harvard U	Hanes, Christopher	Penn, U of	PA
Harvard U	Miranda, Marie Lynn	Duke U	NC
Harvard U	Qian, Yingyi	Stanford U	CA
Harvard U	Song, Yeeyung	Vanderbilt U	TN
Harvard U	Spagat, Michael	Brown U	RI
Harvard U	Stock, J.H.	UC Berkeley	CA
Harvard U	Weil , David N.	Brown U	RI
Harvard U	You, Jong-il	Notre Dame	IN
Illinois, U of	Faroogi, Imran	Cornell College	IA
Illinois, U of	Olsen, Reed	SW Missouri S U	MO
Illinois, Urbana	Fausti, Scott	North Dakota S	ND
Illinois, Urbana	Goldsmith, Art	Washington & Lee	VA
Illinois, Urbana	Netusil, Noelwah	Reed C	OR
Indiana, Blmngtn	Foster, Irene	Vanderbilt U	TN
Iowa State U	Gautam, Virender	North Dakota S	ND
Iowa, U of	Wang, Xinghe	Missouri, Columbia	MO
Johns Hopkins U	Noland, Marcus	S. California, U of	CA
Kentucky, U of	Schmitz, Susanne	Elmhurst C	IL
Maryland, U of	Fettus, Sharon	Catholic U Amer	DC
Maryland, U of	Khan, Farida	Wiscnsn, Parksd	WI
Maryland, U of	Taylor, Leon	Tulane U	LA
Mass, Amherst	Goldstein, Donald	Allegheny C	PA
Mass, U of	Charron, Elizabeth	Springfield C	MA
Michigan State U	Holmes, John	Skidmore C	NY
Michigan State U	Jiana-Koplos, Nancy	Colorado State	CO
Michigan State U	Uppal, Jamshed Y.	Catholic U Amer	DC
Michigan, U of	Wellington, Allison	Davidson C	NC
Minnesota, U of	Chung, Heetaik	S.Illinois, Carbndl	IL
Minnesota, U of	Drees, Burkhard	George Washingtn	DC
Minnesota, U of	Hornstein, Andreas	Western Ontario	CAN
Minnesota, U of	N., Xiaoguang	Missouri, Columbia	MO
MIT	Courtney, Hugh	George Washingtn	DC
MIT	Shea, John	Wiscnsn, Madison	WI
MIT	Staiger, Douglas	Stanford U	CA
N Dakota, U of	Dietz, Donna	Concordia, Mrhd	MN
N/A	Arifovic, Jasminn	McGill U	CAN
N/A	Bala, Venkatesh	McGill U	CAN
N/A	Brown, Paul	Mass, Boston	MA
N/A	Hooker, Mark	Dartmouth C	NH
N/A	Mason, Patrick L.	UC Riverside	CA
N/A	Phelan, Christopher	Wiscnsn, Madison	WI
NCarolina, ChplH	Robinson, Carla	Spelman C	GA

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TRAINED BY	NAME	HIRED BY	
Nebraska, Lincoln	Gleason, Joyce	Nebraska Weslyn	NE
Nebraska, U of	Peterson, Janice	SUNY, Fredonia	NY
New Mexico, U of	Lotspeich, Richard	Indiana State U	IN
New School	Battista, Claire	Hobart & William	NY
New School	Chatha, Jaspal	CUNY, Lehman	NY
New School	Nega, Berhanu	Bucknell U	PA
New York U	Canina, Linda	Brown U	RI
New York U	Ikeda, Sanford	SUNY, Purchase	NY
New York U	Rothman, Philip	Delaware, U of	DE
North Texas, U of	DeLozier, Reboe	Austin College	TX
Northwestern U	Chung, Tai-Yeong	Western Ontario	CAN
Northwestern U	Coate, Stephen	Penn, U of	PA
Northwestern U	Matsui, Akihiko	Penn, U of	PA
Northwestern U	Williams, Nicholas	Cincinnati, U of	OH
Oakland U	Boettke, Peter	New York U	NY
Ohio State	Seok, Yeong Cheol	Cincinnati, U of	OH
Pace U, N.Y.	Honig, Susan	CUNY, Lehman	NY
Penn, U of	Austin, Andrew	Houston, U of	TX
Penn, U of	Cheung, Yin-Wong	UC SantaCruz	CA
Penn, U of	Kulchychky, Ksenia	U.S. Naval Acad	MD
Penn, U of	Philipson, Tomas	Chicago, U of	IL
Penn, U of	VanZandt, Timothy	Princeton U	NJ
Pittsburgh, U of	Nelson, Martha K.	Franklin&Marshall	PA
Princeton U	Beaudry, Paul	Boston U	MA
Princeton U	Leahy, John	Harvard U	MA
Princeton U	Swinkels, Jeroen	Stanford U	CA
Princeton U	Whited, Toni	Boston C	MA
Rochester, U of	Bhattacharyya, Bharati	Central Mich U	MI
Rutgers U	Merva, Mary	Utah, U of	UT
Rutgers U	Milberg, William	New School	NY
Rutgers U	Parigi, Bruno	Virginia Poly	VA
Rutgers U	Polito, James A.	DePauw U	IN
Rutgers U	Tantum, Daniel	R P I	NY
S.Illinois U	Chao, Chi-Chur	Oregon State U	OR
Stanford U	Cowan, Robin	Western Ontario	CAN
Stanford U	Kim, Chulsoo	Rutgers, N Bruns	NJ
Stanford U	Olson, Mary K.	Washington U	WA
Stanford U	Pfeffer, Alan	Skidmore C	NY
Stanford U	Ryu, Keung Kwan	UC Los Angeles	CA
Tennessee, Knoxvl	Springer, Randy	R P I	NY
Texas A&M U	Burke, Jonathan L	Texas, Austin	TX
UC Berkeley	Ceglowski, Janet	Bryn Mawr C	PA
UC Berkeley	Howes, Candace	Notre Dame	IN
UC Berkeley	Lawarree, Jacques P.	Washington, U of	WA
UC Berkeley	Peoples, James	Wiscnsn, Milwauk	WI
UC San Diego	Chu, Chia-Shang James	S. California, U of	CA
UC San Diego	Genius, Margarida	Michigan, AnnArb	MI
UC San Diego	Selover, David	Wesleyan U	CT
UC SntaBarbara	Grittin, Peter	CalSU-LBeach	CA
UC SntaBarbara	Nold, Patricia	Saint Cloud State	MN
US Security ExchC	Williams, Darrell	UC Los Angeles	CA
Utah, U of	Fowles, Richard	Utah, U of	UT
Vanderbilt U	Salyer, Kevin D.	UC Davis	CA
Virginia, U of	Engen, Eric	UC Los Angeles	CA
Virginia, U of	Grossman, Philip	Wayne State U	MI
Wiscnsn, Madison	Eze, Pius	Clark U	MA
Wiscnsn, Milwauk	Lundin, Jean	Concordia, Mrhd	MN
Wiscnsn, U of	Anderson, Michael A.	Washington & Lee	VA
Wiscnsn, U of	Potter, Simon	UC Los Angeles	CA
Wiscnsn, U of	Tunali, Insan	Tulane U	LA
Yale University	Levenstein, Margaret	Michigan, AnnArb	MI
Yale University	Loretan, Michael S.	Wiscnsn, Madison	WI
Yale University	Lowenstein, George	Carnegie Mellon	PA
Yale University	Matthews, Peter	Franklin&Marshall	PA
Yale University	Stodder, James	R P I	NY
Yale University	Udry, Christopher	Northwestern U	IL
(CAN)Alberta, U of	Amoako-Tuffour, Joseph	St Francis Xavier	CAN
(CAN)British Columbia	Kamstra, Mark	Simon Fraser U	CAN
(CAN)McMaster U	Zhang, Junsen	Western Ontario	CAN
(CAN)Queen's U	Betts, Julian	UC San Diego	CA
(CAN)Queen's U	Green, David	British Columbia	CAN
(CAN)Queen's U	Moulton, Elizabeth	Alberta, U of	CAN
(CAN)Queen's U	Sadorsky, Perry A.	UC Riverside	CA
(CAN)Queen's U	Smith, Richard	Alberta, U of	CAN
(CAN)Toronto, U of	Gordon, Stephen	Western Ontario	CAN
(BELG)Catho.Louvain	Lebran, Bernard	Virginia Poly	VA
(BELG)Catho.Louvain	Qin, Cheng-Zhong	UC SntaBarbara	CA
(HNGRY)UEconmics	Magas, Istvon	Texas Tech	TX
(UK)Leeds	Gurkan, Ali	Texas Tech	TX
(UK)Oxford U	Griffiths, Mark	Virginia Poly	VA
(UK)Schl of Econ	Piccione, Michele	British Columbia	CAN

ENGLISH

TRAINED BY	NAME	HIRED BY	
Arizona, U of	Mears, Marlene	Wayne State U	MI
Arizona, U of	Powell, Joseph E.	Centrl Washington	WA
Arizona, U of	Siebert, Bradley	Sam Houston S U	TX
Arizona, U of	Taigue, Michelle	Arizona, Tucson	AZ
Arizona, U of	Taylor, Victoria	New Mexico S U	NM
Arkansas, Faytvl	Hays, Donald	Arkansas, Faytvl	AR
Boston U	Grieve-Carlson, Gary	Lebanon Valley	PA
Boston U	Smith, Stephanie	Florida, U of	FL
Boston U	Sommers, Elizabeth	San Francisco SU	CA
Bowling Green S	Coward, Patricia	Frostburg State	MD
Bowling Green S	Handy, Patricia	Eckerd College	FL
Bowling Green S	Prigg, Benson	Arkansas St U	AR
Brandeis U	Donnelly, Daria	Boston U	MA
Brandeis U	Heller, Lee	Hampshire C	MA
Brown U	Chaski, Carole	North Carolina S	NC
Brown U	Chipasula, Frank	Nebraska, Omaha	NE
Brown U	Cirgo, Joseph	Bryant C	RI
Brown U	Cooper, David D.	Michigan State U	MI
Brown U	Greenspan, Ezra	SCarolina, Colmbia	SC
Brown U	Hoffman, Andrew	Central Conn SU	CT
Brown U	Murchek, John	Florida, U of	FL
Brown U	Sonenberg, Maya	Oregon State U	OR
Brown U	Sununu, Andrea	DePauw U	IN
Cal SU - Chico	Wong, H	UC Berkeley	CA
Carnegie Mellon	Greene, Stuart	Wiscnsn, Madison	WI
Carnegie Mellon	Palmquist, Michael	Colorado State	CO
Carnegie Mellon	Stratman, James	Colorado,Denver	CO
Central Mich U	Bender, Carol	Alma College	MI
Chicago, U of	Arata, Stephen	Virginia, U of	VA
Chicago, U of	McEachern, Claire	UC Los Angeles	CA
Chicago, U of	Nelson, Robert	Texas, Dallas	TX
Cincinnati, U of	Eckstein, Barbara	Iowa, U of	IA
Colorado State	Reid, Joy	Wyoming, U of	WY
Colorado, U of	White, Eric	UC SntaBarbara	CA
Columbia U	Altman, Meryl	DePauw U	IN
Columbia U	Brennan, Timothy	SUNY, StonyBrk	NY
Columbia U	Inness-Brown, Elizabeth	Saint Michael's C	VT
Columbia U	Jefferson, Margo	Columbia U	NY
Columbia U	Kowaleski Wallace, E.	Simmons C	MA
Columbia U	Lott, Eric	Virginia, U of	VA
Columbia U	Moshenberg, Daniel	George Washingtn	DC
Columbia U	Neth, Michael	Middle Tennessee	TN
Columbia U	Richmond, Elizabeth	Texas, Austin	TX
Columbia U	Rodman Goulianos, J.	Manhattanville C	NY
Cornell U	McGregory, Jerrilyn	Georgia, U of	GA
Cornell U	Morey, James	Texas Tech	TX
Cornell U	Otter, S	UC Berkeley	CA
Cornell U	Scowcroft, Richard M.	Catholic U Amer	DC
CUNY	Augustine, Jane	Pratt Institute	NY
CUNY	Heller, Dana	Old Dominion U	VA
CUNY	Levin, Amy	Centrl Missouri S	MO
CUNY	Mullen, Bill V.	Youngstown State	OH
CUNY	Narey, Wayne	Arkansas St U	AR
CUNY	Thompson, Margaret	Wellesley C	MA
CUNY, Brooklyn	Mazza, Cris	Allegheny C	PA
Delaware, U of	Braidi, Susan	Arizona State U	AZ
Denver, U of	Dawid, Anne	Lewis & Clark C	OR
Denver, U of	Garcia, Claire	Colorado C	CO
Denver, U of	Goldleaf, Steven	Pace U, N.Y.	NY
DePauw U	Matthews, Candace	George Washingtn	DC
Duke U	Atwill, Bill	NCarolina, Wimngtn	NC
Duke U	Barnard, Rita	Penn, U of	PA
Duke U	Davies, Lloyd	Western Kentucky	KY
Duke U	Frega, Donnalee	NCarolina, Wimngtn	NC
Duke U	Lanier, Douglas	New Hampshire	NH
Duke U	Mathews, Pamela	Texas A&M U	TX
Duke U	Wolfe, Cary	Indiana, Blmngtn	IN
East Texas S U	Harris, Jeanette G.	S. Mississippi	MS
Emory U	Burneko, Grace	Augusta C	GA
Emory U	Fultz, Lucille	Rice U	TX
Emory U	Sutherland, Nancy	Augusta C	GA
Florida State U	Decker, Donna	Wiscnsn, StevensPt	WI
Florida, U of	Booker, Keith	Arkansas, Faytvl	AR
Fort Hays State	Bair, Kristine	Fort Hays State	KS
George Mason U	Williams, Lynna	Emory U	GA
George Washingtn	Flynn, Richard M.	Georgia Southern	GA
Georgetown U	Tyndall, Belle P.	George Washingtn	DC
Georgia, U of	Phillips, Betty S.	Indiana State U	IN
Harvard U	Farrell, John C.	Claremont McKna	CA
Harvard U	Kirkpatrick, Kenneth J.	DePauw U	IN
Harvard U	Knapp, J.	UC Berkeley	CA
Harvard U	McGrail, Mary Ann	Catholic U Amer	DC

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JOBTRACKS 1990-91

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TRAINED BY	NAME	HIRED BY	
Harvard U	Parker, Blanford	New York U	NY
Harvard U	Sandona, Mark	Hood C	MD
Harvard U	Spears, Timothy	Middlebury C	VT
Harvard U	Wadell, Craig	Michigan Tech	MI
Hawaii, U of	Quintero, Kate	SCarolina, Colmbia	SC
Hollins C	Faery, Rebecca	Mount Holyoke C	MA
Houston, U of	Lazar, David	Ohio University	OH
Illinois State U	Belcher, Lynne	Southern Arkansas	AR
Illinois State U	Leonard, Marcellus	Sangamon State	IL
Illinois, U of	Barry, Nancy	Luther C	IA
Illinois, U of	Ceniza, Sherry	Texas Tech	TX
Illinois, U of	Grimes, Kyle	Alabama, Birmng	AL
Illinois, U of	Guerra, Jaun	Washington, U of	WA
Illinois, U of	Lau, Elizabeth	CalSU-LBeach	CA
Illinois, U of	Mangum, Teresa	Iowa, U of	IA
Illinois, U of	Robillard Jr., Douglas	Indiana State U	IN
Illinois, U of	Severino, Carol	Iowa, U of	IA
Illinois, U of	Yates, Robert	Centrl Missouri S	MO
Illinois, Urbana	Fayad, Mona	Oregon State U	OR
Illinois, Urbana	Hall, Thomas	Illinois, Chicago	IL
Illinois, Urbana	Okker, Patricia	Missouri, Columbia	MO
Indiana	Allen, Michael	NW Missouri S U	MO
Indiana	Duchovnay, Gerald	East Texas S U	TX
Indiana	Fascik, Laura	Moorhead State	MN
Indiana	Graves, William	Bryant C	RI
Indiana	Jaffe, Alexander	Bryant C	RI
Indiana	Ma, Sheng-Mei	James Madison	VA
Indiana	McKelly, James	Auburn U	AL
Indiana	Stygall, Gale	Washington, U of	WA
Indiana	Whitman, Julie	Millersville U of PA	PA
Indiana	Wright, Lisa	Beloit College	WI
Indiana State U	Roth, Richard J.	DePauw U	IN
Indiana U of PA	Huot, Brian	Louisville, U of	KY
Iowa, U of	Becker, Leslie	Colorado State	CO
Iowa, U of	Conrad, Bryce	Texas Tech	TX
Iowa, U of	Glancy, Diane	Macalester C	MN
Iowa, U of	Julier, Laura S.	Michigan State U	MI
Iowa, U of	Shaffer, Brian	Rhodes C	TN
Johns Hopkins U	Fuller, Mary	MIT	MA
Johns Hopkins U	Grieve, Thomas	Simon Fraser U	CAN
Johns Hopkins U	Kramer, Kathryn G.	Washington U	WA
Johns Hopkins U	Russett, Margaret	S. California, U of	CA
Louisiana S U	Campbell, Kim	Auburn U	AL
Louisiana, U of	Thompson, Jon T.	North Carolina S	NC
Louisville, U of	Hettinger, John	Mount St Joseph	OH
Louisville, U of	Roach, Timothy	Southern Oregon	OR
Mass, Amherst	Singer, Natalia	St. Lawrence U	NY
Mass, U of	Matsikidze, Isabella	Saint Michael's C	VT
Mass, U of	Niemi, Robert	Saint Michael's C	VT
Miami, CoralGabl	Culleton, Claire	Kent State U	OH
Miami, CoralGabl	Cutts, David	LIU,Southampton	NY
Miami U, Oxford	Poulakos, Takis	Iowa, U of	IA
Michigan State U	Dressel, Janice	Central Mich U	MI
Michigan State U	Goldbort, Robert	Indiana State U	IN
Michigan State U	Hooker, Clarence D.	Michigan State U	MI
Michigan State U	Seaton, Sandra	Central Mich U	MI
Michigan State U	Smith, Leonora H	Michigan State U	MI
Michigan State U	Unkefer, Virginia	James Madison	VA
Michigan, U of	Cummings, Bobby Jean	Centrl Washington	WA
Michigan, U of	Madigan, Daniel	Bowling Green S	OH
Michigan, U of	McKenna, Eleanor	NCarolina, Wimngtn	NC
Michigan, U of	Samantrai, Ranu	Smith C	MA
Minnesota, U of	Christensen, Mark R.	Bemidji State U	MN
Minnesota, U of	Gergits, Julia M.	Youngstown State	OH
Minnesota, U of	Linkon, Sherry Lee	Youngstown State	OH
Minnesota, U of	Miller, Hildy	Louisville, U of	KY
Minnesota, U of	Relihan, Constance	Auburn U	AL
Minnesota, U of	Ronald, Judy	Carnegie Mellon	PA
Minnesota, U of	van Dyke, Annette	Denison U	OH
N/A	Anderson, Douglas	Georgia, U of	GA
N/A	Huntington, Cynthia	Dartmouth C	NH
N/A	Lauterbch, Ann	CUNY, City C	NY
N/A	Miller, Andrew	Indiana, Blmngtn	IN
N/A	Stone, Ruth	SUNY, Binghmtn	NY
NCarolina	Clark, Miriam	Auburn U	AL
NCarolina, ChplH	Blythe, David	Thomas More C	KY
NCarolina, ChplH	Ladd, Barbara	Emory U	GA
NCarolina, ChplH	Rickard, John	Bucknell U	PA
NCarolina, Chrltt	Smith, Janet L.	Winthrop C	SC
New Hampshire	Rubin, Donnalee	Salem State C	MA
New Mexico, U of	Hartley, George	Ohio State	OH
New Mexico, U of	Lewiecki-Wilson, Cynthia	Miami U, Oxford	OH
New York U	Bingham, Dennis	Wayne State U	MI
New York U	Rouse, John	Saint Peter's C	NJ
New York U	Van Arsdale, Nancy	East Stroudsburg	PA
Northwestern U	Kaplan, Carla	Yale University	CT
Northwestern U	Rosenthal, Laura	Florida State U	FL
Notre Dame	Conniff, Brian	Dayton, U of	OH
Notre Dame	Lenihan, Jack	Western Kentucky	KY
Notre Dame	Mullins, Maire	Saint Xavier C	IL
Notre Dame	Taylor, Linda A.	Duquesne U	PA
Ohio State	Drew, Anne	U.S. Naval Acad	MD
Oklahoma State	Kundu, Gautam	Georgia Southern	GA
Oregon, U of	Coletta, W. John	Wiscnsn, StevensPt	WI
Oregon, U of	Helle, Anita	Oregon State U	OR
Oregon, U of	Jones, Gary	Central Conn SU	CT
Oregon, U of	Martin, Teresa	Centrl Washington	WA
Penn, U of	Booth, Allyson	U.S. Naval Acad	MD
Penn, U of	Derrick, Scott	Rice U	TX
Penn, U of	Ferreira-Buckley, Linda	Texas, Austin	TX
Penn, U of	Henry, James	George Mason U	VA
Penn, U of	Mace, Nancy	U.S. Naval Acad	MD
Penn, U of	Peterson, Jean	Bucknell U	PA
Penn, U of	Tanner, Laura	Boston C	MA
Penn, U of	Trembath, Paul	Colorado State	CO
Penn, U of	Williams, Roland	Ohio State	OH
Pennsylvania State	Irwin, Ivor	Southern CT SU	CT
Pittsburgh, U of	Biesecker, Barbara	Iowa, U of	IA
Pittsburgh, U of	Lu, Min-Zhan	Drake U	IA
Pittsburgh, U of	Mizejewski, Linda	Marquette U	WI
Princeton U	Goldberg, Daniel	Marquette U	WI
Princeton U	Miller, Andrew	Indiana, Blmngtn	IN
Princeton U	Racz, Gregary	U.S. Naval Acad	MD
Princeton U	Whittier-Ferguson, John	Michigan, AnnArb	MI
Purdue U	Campbell, J. Lee	Marquette U	WI
Purdue U	Dautermann, Jennie	Miami U, Oxford	OH
Purdue U	Gustafson, Sarah	Central Mich U	MI
Purdue U	Johnson, Robert	Miami U, Oxford	OH
Purdue U	Nielson, Christopher T.	Widener U	PA
Purdue U	Silva, Tony	Auburn U	AL
Purdue U	Southard, Bruce O.	East Carolina U	NC
R P I	Barclay, Rebecca	Old Dominion U	VA
R P I	Dombrowski, Paul	Ohio University	OH
R P I	Lyon, Arabella	Illinois, Chicago	IL
Rhode Island, U of	McKenna, Steven	Benedictine C	KS
Rutgers U	Duffy, Andrew	Reed C	OR
Rutgers U	Fleche, Anne	Boston C	MA
Rutgers U	Hale, James L.	Centrl Washington	WA
S. California, U of	Johnson, Nan	Ohio State	OH
S. California, U of	Klink, Eileen	CalSU-LBeach	CA
S. California, U of	Murray, Patricia	CalSU - Northrdg	CA
S. California, U of	Schoenfield, Mark	Vanderbilt U	TN
S. California, U of	Simmons, Clare A.	Ohio State	OH
S. Mississippi	Aubrey, Karen	Augusta C	GA
S. Mississippi	Burke, Helen	Florida State U	FL
San Francisco SU	Giles, Molly	San Francisco SU	CA
San Francisco SU	Mayes, Frances	San Francisco SU	CA
San Francisco, U of	Cebulski, Francis	San Francisco SU	CA
San Jose State U	Stark, Nancy	Baltimore, U of	MD
SCarolina, U of	Barendse, Nancy	Christphr Newport	VA
SCarolina, U of	Coyle, Sandra	Jacksonville U	FL
SCarolina, U of	Gilbert, Armida	Kent State U	OH
SCarolina, U of	Heusel, Barbara	NW Missouri S U	MO
Stanford U	De Bose, Charles	Cal SU-Haywrd	CA
Stanford U	Fillingham, Lydia	Harvard U	MA
Stanford U	Gallagher, Lowell	UC Los Angeles	CA
Stanford U	Hogeland, Lisa	Cincinnati, U of	OH
Stanford U	Livingston, Ira	SUNY, StonyBrk	NY
Stanford U	Lubiano, Wahneema	Princeton U	NJ
Stanford U	Lynch, Dierdre	SUNY, Buffalo	NY
Stanford U	Mathieson, Barbara	Southern Oregon	OR
Stanford U	McDowell, Paula	Maryland, CollPk	MD
Stanford U	Payne, John	Northwestern U	IL
Stanford U	Rigal, Laura	Chicago, U of	IL
Stanford U	Schwartz, Sheila	Cleveland State	OH
Stanford U	Swanson-Owens, Deborah	San Francisco SU	CA
Stanford U	Swigart, William	Indiana, SE	IN
Stanford U	Watson, Robert A.	Yale University	CT
SUNY, Albany	Cain, Mary Ann	Indiana, S. Bend	IN
SUNY, Albany	Donovan, Brian R.	Bemidji State U	MN
SUNY, Albany	Knight, Denise	SUNY, Cortland	NY
SUNY, Binghmtn	Brady, Philip S.	Youngstown State	OH
SUNY, Binghmtn	Collins, Gina	Earlham College	IN
SUNY, Binghmtn	Higginbottom, Anne	Lebanon Valley	PA
SUNY, Binghmtn	McVicker, Jeanette	SUNY, Fredonia	NY
SUNY, Binghmtn	Schilb, John	Maryland, CollPk	MD
SUNY, Buffalo	Easterbrook, Neil	Texas Christian U	TX
SUNY, Buffalo	Guthrie, James	Wright State U	OH
SUNY, Buffalo	Krafft, John N.	Miami U, Oxford	OH
SUNY, Buffalo	Miklitsch, Robert	Ohio University	OH

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JUNIOR HIRINGS, BY DISCIPLINE AND BY GRADUATE TRAINING

TRAINED BY	NAME	HIRED BY	
SUNY, Buffalo	Momisan, James	North Carolina S	NC
SUNY, Buffalo	Pfau, Thomas	Wiscnsn, Madison	WI
SUNY, Buffalo	Roark, Christopher R.	John Carroll U	OH
SUNY, Buffalo	Vallone, Lynne	Texas A&M U	TX
SUNY, Buffalo	Ziarek, Krzysztof	Notre Dame	IN
SUNY, StonyBrk	Haim, Bonnie	SE Louisiana U	LA
SUNY, StonyBrk	Williams, Jeffrey J.	East Carolina U	NC
Syracuse U	Hennessy, Rosemary	SUNY, Albany	NY
Syracuse U	Hribal, C.J.	Marquette U	WI
Syracuse U	Osborn, Laurie	Colby College	ME
Texas, Austin	Alkana, Joseph	Miami, CoralGabl	FL
Texas, Austin	Allen, Julia	Sonoma State U	CA
Texas, Austin	Bridget, Drinka	Missouri, Kansas	MO
Texas, Austin	Crandell, George	Auburn U	AL
Texas, Austin	Halasek, Kay	Ohio State	OH
Texas, Austin	Harris, John	Belmont Abbey C	NC
Texas, Austin	Reber, Thomas	Canisius C	NY
Texas, Austin	Wallace, Anne D.	S. Mississippi	MS
Texas Woman's U	Carroll, Linda	SE Oklahoma S U	OK
Tulsa, U of	Clougherty, Robert	Kearney State C	NE
UC Berkeley	Cherniavsky, Eva	Indiana, Blmngtn	IN
UC Berkeley	Cook, Patrick J.	George Washingtn	DC
UC Berkeley	Davis, Leith Ann	Simon Fraser U	CAN
UC Berkeley	DeHay, Terry	Southern Oregon	OR
UC Berkeley	Elmer, Jonathan	Indiana, Blmngtn	IN
UC Berkeley	Galdieri, Louis	MIT	MA
UC Berkeley	Kaplan, Lindsay	Lewis & Clark C	OR
UC Berkeley	Miner, Valerie	Arizona State U	AZ
UC Berkeley	O'Farrell, Mary Ann	Texas A&M U	TX
UC Berkeley	Perlman, Robert	Penn, U of	PA
UC Berkeley	Rajcok, Paul	Boston U	MA
UC Berkeley	Ratcliffe, Stephen	Mills C	CA
UC Berkeley	Williams, Sherwood	Chicago, U of	IL
UC Davis	Bense, Charles	Moorhead State	MN
UC Davis	Briganti, Chiara	Carleton C	MN
UC Irvine	Kwok, Wai-Leung	San Francisco SU	CA
UC Los Angeles	Embrey, Glenn	Radford U	VA
UC Los Angeles	Folly, Prahlad Dennis	Missouri, Columbia	MO
UC Los Angeles	Hotchkiss, Wilhelmena	CalSU-LBeach	CA
UC Los Angeles	Pigeon, Renee	CalSU - SBrnrdno	CA
UC Los Angeles	Richey, William	SCarolina, Colmbia	SC
UC Los Angeles	Riggenback, Heidi	Washington, U of	WA
UC Riverside	Hendricks, Margo	UC SantaCruz	CA
UC Riverside	Nickel, Terri	Tulsa, U of	OK
UC Riverside	Rosenthal, Melinda M.	Millersville U of PA	PA
UC San Diego	Boyd, Richard	UC Riverside	CA
UC San Diego	Coddon, Karin	Brown U	RI
UC SantaCruz	Jones, Jeffrey	Texas A&M U	TX
UC SntaBarbara	Karamcheti, Indira	Wesleyan U	CT
UCalifornia	Kinyalolo, Kasangati	Central Conn SU	CT
UCalifornia	Richey, Esther	Virginia Poly	VA
Utah, U of	Allen, Glen	Reed C	OR
Utah, U of	Bedard, Brian	South Dakota	SD
Utah, U of	Runciman, Lex	Oregon State U	OR
Utah, U of	Sarchett, Barry	Colorado C	CO
Vanderbilt U	Sheperdson, Charles	Missouri, Columbia	MO
Vermont C	Deming, Alison	Arizona, Tucson	AZ
Virginia, U of	Amran, Eyal	North Carolina S	NC
Virginia, U of	Gambrell, Alice	S. California, U of	CA
Virginia, U of	Ives, Maura	Texas A&M U	TX
Virginia, U of	Johnson, Suzanne	Gettysburg C	PA
Virginia, U of	Prendergast, Maria	Miami, CoralGabl	FL
Virginia, U of	Ruml, Treadwell	CalSU - SBrnrdno	CA
Virginia, U of	Shepard, Allen	Texas Christian U	TX
Virginia, U of	Soderholm, James	Wiscnsn, Milwauk	WI
Virginia, U of	Spurgin, Timothy	Lawrence U	NY
Virginia, U of	Wheatley, Edward	Hamilton College	NY
W Washington U	Castaneda, Omar	San Francisco SU	CA
Washington, U of	Aldrich, Marcia Ann	Michigan State U	MI
Washington, U of	Cummings, Mary Ellen	Auburn U	AL
Washington, U of	Ellerby, Janet	NCarolina, Wimngtn	NC
Washington, U of	Escribano, Rafael A.	UC Riverside	CA
Washington, U of	Green, Susan	Oklahoma, U of	OK
Washington, U of	Hibbard, Allen	Middle Tennessee	TN
Washington, U of	O'Rourke, James	Florida State U	FL
Washington, U of	Ray, Sangeeta	Maryland, CollPk	MD
Washington, U of	Wyche-Smith, Susan	Washington State	WA
Wayne State U	Schiller, Susan	Central Mich U	MI
Winthrop C	Weeks, Evelyne	Winthrop C	SC
Wiscnsn, Eau Clair	Sweet, Denise	Wiscnsn, GreenB	WI
Wiscnsn, Madison	Bernstein, Stephen	Michigan, Flint	MI
Wiscnsn, Madison	Vanden Heuvel, Michael	Arizona State U	AZ
Wiscnsn, Madison	Weiss, Steven D.	Georgia Southern	GA
Wiscnsn, Madison	Wiley, Catherine	Colorado, Denver	CO
Wiscnsn, Milwauk	Archer, Nuala	Cleveland State	OH
Wiscnsn, Milwauk	Brown, Julie	Youngstown State	OH
Wiscnsn, Milwauk	Erickson, Jon	Ohio State	OH
Wiscnsn, U of	Correll, Barbara	Cornell U	NY
Worcester Polytech	Brattin, Joel	Worcester Polytech	MA
Yale University	Boyd, David	Penn, U of	PA
Yale University	Brogan, Kathleen	Wellesley C	MA
Yale University	Donald, Adrienne	Princeton U	NJ
Yale University	Hale, Dorothy	UC Berkeley	CA
Yale University	Johnson, Dianne	SCarolina, Colmbia	SC
Yale University	Kane, Paul	Vassar C	NY
Yale University	Liuzza, Roy	Tulane U	LA
Yale University	Marin, Mary	Virginia, U of	VA
Yale University	Mikalachki, Jodi	Wellesley C	MA
Yale University	Moulthrop, Stuart A	Texas, Austin	TX
Yale University	Psomiades, Kathy A.	Notre Dame	IN
Yale University	Rogers, John	Yale University	CT
Yale University	Slote, Benjamin	Allegheny C	PA
Yale University	Stavely, Keith	Ohio State	OH
Yale University	Thompson, Gordon	CUNY, City C	NY
Yale University	Watkins, John	Marquette U	WI
Yale University	Watts, Linda	Drake U	IA
(CAN)Alberta, U of	Gay, David	Alberta, U of	CAN
(CAN)Alberta, U of	Harasym, Sarah	Western Ontario	CAN
(CAN)Alberta, U of	Zuk, Rhoda	Mt St Vincent U	CAN
(CAN)British Columbia	Clark, Hilary	Saskatchewan	CAN
(CAN)British Columbia	Egan, Susanna	British Columbia	CAN
(CAN)British Columbia	Sturrock, June	Simon Fraser U	CAN
(CAN)McMaster U	DiCenzo, Maria	Huron,West. Ont.	CAN
(CAN)McMaster U	Kizuk, R. Alexander	Lethbridge, U of	CAN
(CAN)Queen's U	Nemesvari, Richard	St Francis Xavier	CAN
(CAN)Simon Fraser U	Black, Pamela Ann	St Francis Xavier	CAN
(CAN)Toronto, U of	Carmichael, Thomas	Western Ontario	CAN
(CAN)Toronto, U of	Echard, Sian	British Columbia	CAN
(CAN)Toronto, U of	Hanson, Kristin	British Columbia	CAN
(CAN)Toronto, U of	Kennedy, Deborah	Mt St Vincent U	CAN
(CAN)Toronto, U of	Vargo, Lisa	Saskatchewan	CAN
(CAN)Toronto, U of	Watson, Nicholas J.	Western Ontario	CAN
(CAN)Western Ontario	Gerry, Thomas	Laurentian U	CAN
(CAN)Western Ontario	Tryphonopoulos, Demetres	New Brunswick	CAN
(CAN)York U	Beddoes, Julie	Saskatchewan	CAN
(CAN)York U	Lynes, Jeanette	NW Missouri S U	MO
(UK)Cambridge	Waksler, Rachelle	San Francisco SU	CA
(UK)Oxford U	Brachett, Geoffrey	Pace U, N.Y.	NY
(UK)Oxford U	Gillies, Mary Anne	Simon Fraser U	CAN
(UK)Oxford U	Klinck, Anne	New Brunswick	CAN
(UK)Oxford U	Stoddart, Judith Ann	Michigan State U	MI
(UK)Oxford U	Vessey, Mark	British Columbia	CAN
(UK)Wales, U of	Miall, David	Alberta, U of	CAN

FRENCH/ITALIAN

Alabama, U of	Trenkle, Mary Pat	East Texas S U	TX
Arkansas	Caldwell, Ann-Marie	East Texas S U	TX
Brandeis U	Somé, Patrice	Michigan, AnnArb	MI
Brown U	Bell, Sharon	Kent State U	OH
Brown U	Bufalini, Robert	Smith C	MA
Brown U	Lee, Debbie	SE Masschustts	MA
Brown U	Peterson, Thomas E.	Georgia, U of	GA
Cincinnati, U of	Gallimore, Rangira	Missouri, Columbia	MO
Cincinnati, U of	Loriot-Raymer, Gisele	Northern Kentucky	KY
Columbia U	Boney, Jan	Cornell College	IA
Columbia U	Marx-Scouras, Danielle	Ohio State	OH
Columbia U	Morgan, Cheryl	Hamilton College	NY
Columbia U	Watts, Philip	Illinois, Chicago	IL
Connecticut, U of	Bigi, Brunella	Arizona, Tucson	AZ
Connecticut, U of	Francese, Joseph	Michigan State U	MI
Cornell U	McCool, George	Towson State U	MD
Cornell U	Mertz, John	North Carolina S	NC
Cornell U	Murdoch, Adlai	Wellesley C	MA
Cornell U	Perry, Katrina	Richmond, U of	VA
CUNY	Marthan, Joseph	Stockton State C	NJ
CUNY	Pinkus, Karen	Northwestern U	IL
Duke U	Rogers, Juliette	New Hampshire	NH
Duke U	Spencer, Sonia	Glassboro S C	NJ
Duke U	Zecher, Carla	Coe College	IA
Harvard U	Aciman, André	Princeton U	NJ
Harvard U	Kroha, Lucienne	McGill U	CAN
Illinois, U of	Stivale, Charles	Wayne State U	MI
Illinois, Urbana	Berg, Robert	Bowling Green S	OH
Illinois, Urbana	Riley, Gail L.	Syracuse U	NY

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JOBTRACKS 1990-91

JUNIOR HIRINGS, BY DISCIPLINE AND BY GRADUATE TRAINING

TRAINED BY	NAME	HIRED BY	
Indiana	Paden, J. Michael	Florida, U of	FL
Indiana	Zephir, Flore	Delaware, U of	DE
Indiana, Blmngtn	Vitullo, Juliann	Arizona State U	AZ
Iowa, U of	Cummiskey, Gary	North Dakota S	ND
Iowa, U of	Heylen, Romana	SCarolina, Colmbia	SC
Johns Hopkins U	Blow, Douglas G.	Syracuse U	NY
Johns Hopkins U	Hanson, Susan	Drake U	IA
Johns Hopkins U	Shemek, Deanna	UC SantaCruz	CA
Johns Hopkins U	Stefanovska, Malina	UC Los Angeles	CA
Johns Hopkins U	Zanger, Abby	Harvard U	MA
Kansas, U of	Christiansen, Hope	Arkansas, Faytvl	AR
Maryland, U of	Bosshard, Marianne	U.S. Naval Acad	MD
Miami U, Oxford	Schiesari, Juliana	UC Davis	CA
Michigan State U	Danielou, Catherine	Alabama, Birmng	AL
Michigan, U of	Duchenes, Mary	Quinnipiac C	CT
Michigan, U of	Lobert, Patrick M.	Saint Olaf C	MN
Minnesota, U of	Robertson, Alton	Missouri, Columbia	MO
NCarolina	Pelosi, Olimpia	SUNY, Albany	NY
NCarolina, ChplH	Bolden, Millicent A.	Clemson U	SC
New York U	Datta, Vinni	Illinois, Chicago	IL
New York U	Hannon, Patricia	Catholic U Amer	DC
New York U	Horne, Janet	Virginia, U of	VA
New York U	LeBlanc, Yvonne	Winthrop C	SC
North Texas, U of	Marshall, Charles	SE Oklahoma S U	OK
Oregon, U of	Ricciardi, Gabriella	Colorado C	CO
Penn, U of	Botta, Anna	Smith C	MA
Penn, U of	Klaw, Barbara	Northern Kentucky	KY
Penn, U of	Knutson, Elizabeth	U.S. Naval Acad	MD
Portland SU	Sarnecki, Judith	Lawrence U	NY
Princeton U	Anderson, Kirk	Wheaton C, MA	MA
Princeton U	Meadows, Patrick	Indiana, Blmngtn	IN
Princeton U	Richards, Earl	Tulane U	LA
Princeton U	Robertson, Duncan	Augusta C	GA
Rice U	Lanskin, Jean-Michel	Duquesne U	PA
Rutgers U	Petrillo, Raymond	Texas A&M U	TX
Rutgers U	Riva, Massimo	Brown U	RI
Stanford U	Bach, Raymond	Colgate U	NY
Stanford U	Postawko, Robert	Tulsa, U of	OK
Stanford U	Vitiello, Joelle	Macalester C	MN
SUNY, Buffalo	Heinemann, Barbara P.	Winthrop C	SC
Texas, Austin	Marquez, Ismael P.	Clemson U	SC
UC Berkeley	Harter, Deborah	Rice U	TX
UC Davis	Abecassis, Jack	Pomona College	CA
UC Davis	Elstob, Kevin	Cleveland State	OH
UC Los Angeles	Behar, Stella	Alma College	MI
UC Los Angeles	Branciforte, Suzanne	Holy Cross, C of	MA
UC Los Angeles	Cachey Jr., Theodore	Notre Dame	IN
UC San Diego	Simon-Ingram, Julia B.	Washington U	WA
UC SntaBarbara	Nivet, Christine	Simon Fraser U	CAN
Vanderbilt U	Tolo, Khama	Wyoming, U of	WY
Virginia, U of	Hoffman, George	Boston U	MA
Virginia, U of	Krell, Jonathan	Georgia, U of	GA
Virginia, U of	Mendez, Hugo	CUNY, City C	NY
Washington, U of	Willen, Margaret M.	East New Mexico U	NM
Wiscnsn, Madison	Jain, Joshua	Bemidji State U	MN
Wiscnsn, Madison	Johnson, Mary	Moorhead State	MN
Wiscnsn, U of	Carpenter, Scott D.	Carleton C	MN
Wiscnsn, U of	Kalas, Taddy	Augustana C	IL
Yale University	Ansani, Antonella	Barnard C	NY
Yale University	Hampton, T.	UC Berkeley	CA
Yale University	Marder, Alissa	George Washingtn	DC
Yale University	Rivers, Christopher	Mount Holyoke C	MA
Yale University	Sherman, Daniel	Rice U	TX
Yale University	Wood, Philip	Rice U	TX
(CAN)Alberta, U of	Frelick, Nancy	British Columbia	CAN
(CAN)Alberta, U of	Lang, George	Alberta, U of	CAN
(CAN)Carleton U	Schmitt, Nicolas	Simon Fraser U	CAN
(CAN)Dalhousie U	Brophy, Mike	NCarolina, Wimngtn	NC
(CAN)Montreal, U of	Delcourt, Denyse	Washington, U of	WA
(CAN)Montreal, U of	Tremblay, Micheline	Laurentian U	CAN
(CAN)Québec,Montréal	St. -Gelais, Richard	Western Ontario	CAN
(CAN)Québec,Montréal	Vaillancourt, Daniel	Western Ontario	CAN
(CAN)Sherbrook, U of	Marquis, André	Saskatchewan	CAN
(CAN)Toronto, U of	Kellett, Kathleen	Saskatchewan	CAN
(CAN)Toronto, U of	Paynter, Maria	CUNY, Hunter C	NY
(CAN)Toronto, U of	Rumble, Patrick	Wiscnsn, Madison	WI
(FR)H.Etudes	Winder, William	British Columbia	CAN
(FR)Inst.Cath	Arbid, Nash	Central Conn SU	CT
(FR)La Sorbonne	Szkilnik, Michelle	Wiscnsn, Milwauk	WI
(FR)Sorbonne	Mauguière, Bénédicte	SW Louisiana	LA
(FR)Sorbonne	Sanjabi, Maryam	S.Illinois, Carbndl	IL
(FR)U de Caen	Salerno, Roberta	Alberta, U of	CAN
(ITLY)U Degli Studi	Boccassini, Daniela	Alberta, U of	CAN
(ITLY)U Florence	Jones, Irene	CalSU-LBeach	CA

TRAINED BY	NAME	HIRED BY	
(SWZ)Geneva, U	Kaufman, V	UC Berkeley	CA
(UK)Strathclyde, U of	St. Paul, Terese	Texas, Austin	TX

GEOGRAPHY

Arizona, U of	Cleaveland, Malcolm	Arkansas, Faytvl	AR
Chicago, U of	Annis, Sheldon	Boston U	MA
Chicago, U of	Obermeyer, Nancy	Indiana State U	IN
Cincinnati, U of	Sloss, G. Sam	Indiana, SE	IN
Clark U	Cravins, Georges	Wiscnsn, LaCross	WI
Clark U	Millette, Thomas	Maryland, Catonsvl	MD
Colorado, U of	Diggs, David	Centrl Missouri S	MO
Colorado, U of	Jacobsen, Judith	Wyoming, U of	WY
Colorado, U of	Netoff, Dennis	Sam Houston S U	TX
Colorado, U of	Nisman, Jan	Miami, CoralGabl	FL
Colorado, U of	Savage, Melissa	UC Los Angeles	CA
Delaware, U of	Feddema, Johannes	UC Los Angeles	CA
Florida, U of	LeBoutillier, David W.	Indiana State U	IN
Georgia, U of	Holder, Gerald	Longwood C	VA
Hawaii, U of	Nullet, Dennis M.	East Carolina U	NC
Hawaii, U of	Paulson, Deborah	Wyoming, U of	WY
Illinois, U of	Oldakowski, Raymond	Jacksonville U	FL
Illinois, U of	Thompson, James	Wyoming, U of	WY
Illinois, Urbana	Esparza, Adrian	Indiana, Blmngtn	IN
Indiana	Williams, Peter	George Mason U	VA
Kansas, U of	Fredlund, Glen	Wiscnsn, Milwauk	WI
Louisiana S U	Mossa, Joann	Florida, U of	FL
Maryland, U of	Wright, Stephen	James Madison	VA
Michigan State U	Burnett, Adam	Colgate U	NY
Michigan State U	Harrington, John A.	Indiana State U	IN
Minnesota, U of	Dunning, Nicholas	Cincinnati, U of	OH
Minnesota, U of	Pavlik, Claire	Iowa, U of	IA
N/A	Johns, M	UC Berkeley	CA
N/A	Waldorf, Brigitte	Indiana, Blmngtn	IN
Nebraska, Lincoln	Fimple, Kathy	Chadron State C	NE
Nebraska, Lincoln	Schumacher, Joachim	Bowling Green S	OH
Ohio State	Raphael, Marilyn	UC Los Angeles	CA
Ohio State	Shaw, Allaire	SCarolina, Colmbia	SC
Pittsburgh, U of	Evans, Mark A.	Georgia Southern	GA
Rutgers U	Barnes, Kent	Towson State U	MD
SCarolina, U of	Washington, Libe	UC SntaBarbara	CA
Southrn Methodist	Johnson, Kathleen	Florida, U of	FL
Syracuse U	Kenny, Judith	Wiscnsn, Milwauk	WI
Syracuse U	Price, Mary D.	George Washingtn	DC
Syracuse U	Schein, Richard	Saint Michael's C	VT
Tennessee, U of	Mitcham, Samual W.	Georgia Southern	GA
Texas, Austin	McDade, Barbara	Florida, U of	FL
UC Berkeley	Fondahl, Gail	Middlebury C	VT
UC Berkeley	Zimmerer, Karl S.	Wiscnsn, Madison	WI
UC Los Angeles	Battles, Denise A.	Georgia Southern	GA
UC Los Angeles	Matthews, Stephen	UC Los Angeles	CA
UC SntaBarbara	Lesack, Lance	Simon Fraser U	CAN
UC SntaBarbara	Pazner, Micha	Western Ontario	CAN
Washington State	Blake, David	NCarolina, Wimngtn	NC
Washington, U of	Heatherington, Ann	Florida, U of	FL
Wiscnsn, Madison	Edney, Matthew	SUNY, Binghmtn	NY
Wiscnsn, Madison	Magilligan, Francis	Dartmouth C	NH
Wiscnsn, Madison	Mahona, Richard	Middlebury C	VT
Wiscnsn, Madison	Metz, John	Northern Kentucky	KY
Wiscnsn, Madison	Youngbear-Tibbets, Holly	Wiscnsn, StevensPt	WI
Wiscnsn, U of	Baker, William	Wyoming, U of	WY
(CAN)Simon Fraser U	Ofori-Amoah, Benjamin	Wiscnsn, StevensPt	WI
(CAN)Toronto, U of	Reed, Maureen	British Columbia	CAN
(CAN)Waterloo, U of	Johnston, Thomas	Lethbridge, U of	CAN
(PLND)Inst.Geo/Sptl	Malczewski Jacek	Western Ontario	CAN
(UK)Bristol, U of	Blomley, Nicolas	Simon Fraser U	CAN
(UK)Cambridge	Mesmith, Cathy	Simon Fraser U	CAN
(UK)The Open U	de Silva, Shanaka L.	Indiana State U	IN

GERMAN

Bryn Mawr C	Stenberg, Douglas	Colorado C	CO
Claremont Grad	Birmele, Jutte	CalSU-LBeach	CA
Columbia U	Peltz, Rakhmiel	Columbia U	NY
Harvard U	Denham, Scott	Davidson C	NC
Harvard U	Kacandes, Irene	Texas, Austin	TX
Illinois, U of	Greene-Grantzberg, V.	Maryland, CollPk	MD
Illinois, Urbana	Murti, Kamakshi	Arizona, Tucson	AZ
Indiana	Nelson, Marilyn	SCarolina, Colmbia	SC
Johns Hopkins U	Richter, Simon	Maryland, CollPk	MD

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JUNIOR HIRINGS, BY DISCIPLINE AND BY GRADUATE TRAINING

TRAINED BY	NAME	HIRED BY	
Kansas, U of	Meyer, Kathleen J.	Bemidji State U	MN
Maryland, U of	Felden, Tamara	Augustana C	IL
Mass, Amherst	Briel, Holger	Indiana State U	IN
Mass, Amherst	Kord, Susanne	Cincinnati, U of	OH
Mass, Amherst	Von Ankum, Katharina	Scripps C	CA
Michigan, U of	Stevens, Christopher	UC Los Angeles	CA
Penn, U of	Martin, Cynthia	Maryland, CollPk	MD
Princeton U	Campbell, Karen J.	Franklin&Marshall	PA
Princeton U	Hanson, Kathryn S.	Western Ontario	CAN
Rutgers U	Ham, Jennifer	Wiscnsn, GreenB	WI
S. California, U of	Gill, Gudrun	Southern Oregon	OR
Saint Edward's U	Becker, Herald	Saint Edward's U	TX
Stanford U	May, Susan	SUNY, StonyBrk	NY
Stanford U	Müller-Sievers, Helmut	Northwestern U	IL
SUNY, Binghmtn	*Remmler, Karen*	*Mount Holyoke C*	*MA*
Texas, Austin	Kastner, Peter	Northern Colorado	CO
Tulane U	Michael, Nancy	Bemidji State U	MN
UC Berkeley	Tschirner, Erwin	Iowa, U of	IA
UC Irvine	Gleber, Anke	Princeton U	NJ
UC Los Angeles	O'Brien, Mary Elizabeth	Skidmore C	NY
UC SntaBarbara	Berka, Sigrid	Barnard C	NY
UC SntaBarbara	Braunbeck, Helga	North Carolina S	NC
Virginia, U of	Hart, Gail	UC Irvine	CA
Washington, U of	Nelson, James	Concordia, Mrhd	MN
Washington, U of	Wright, Sue Ellen	Kent State U	OH
Wiscnsn, Madison	Guenther, Christina	Bowling Green S	OH
Wiscnsn, Madison	Markgraf, Karl	Millsaps C	MS
(GR)DfensLnglnst	Roberts, Adrian	San Francisco SU	CA
(GR)Regensburg, U of	Maierhofer, Waltraud	Iowa, U of	IA

HISTORY

Alabama, U of	Metz, Nan	Central Conn SU	CT
Boston U	Halter, Marilyn	Boston U	MA
Boston U	Porter, Susan	Simmons C	MA
Bowling Green S	Desousa, Dalila	Spelman C	GA
Bowling Green S	Guilliford, Andrew	Middle Tennessee	TN
Brown U	Cayton, Andrew	Miami U, Oxford	OH
Brown U	Estabrook, Carl B	Dartmouth C	NH
Brown U	Frank, Stephen P.	UC Riverside	CA
Bryn Mawr C	Whitehead, Barbara J.	DePauw U	IN
Chicago, U of	Burton, Antoinette	Indiana State U	IN
Chicago, U of	Cameron, Craig	Old Dominion U	VA
Chicago, U of	Clay, John	S.Illinois, Carbndl	IL
Chicago, U of	Coates, Rodney	Miami U, Oxford	OH
Chicago, U of	Dembkowski, Harry	Morehead State	KY
Chicago, U of	Farber, David	Barnard C	NY
Chicago, U of	Johnson, James	Boston U	MA
Chicago, U of	O'Brien, Jean	Minnesota, TwinC	MN
Chicago, U of	Thomas, Julia	Illinois, Chicago	IL
Chicago, U of	Tucker, Ernest	U.S. Naval Acad	MD
Cincinnati, U of	Erhardt III, Erwin	Thomas More C	KY
Colorado, U of	Coffey, Joan	Sam Houston S U	TX
Columbia U	Anbinder, Tyler	Wyoming, U of	WY
Columbia U	Brooks, Nahtan	Fort Hays State	KS
Columbia U	Gloster-Coates, Patricia	Pace U, N.Y.	NY
Columbia U	Haddad, Mahmud	Columbia U	NY
Columbia U	Lufrano, Richard	Barnard C	NY
Columbia U	Matson, Cathy	Delaware, U of	DE
Columbia U	Radcliff, Pamela	UC San Diego	CA
Columbia U	Ramsey, Ann W	Texas, Austin	TX
Columbia U	Renique, José Luis	CUNY, Lehman	NY
Columbia U	Spellberg, Denise A	Texas, Austin	TX
Columbia U	Stephanson, Anders	Columbia U	NY
Columbia U	Ts'ai, Caroline	Radford U	VA
Cornell U	Brewer, Susan	Wiscnsn, StevensPt	WI
Cornell U	Lehuu, Isabelle	Saint Michael's C	VT
Cornell U	Rondeau, Jennifer F.	Indiana-Purdue, Ind	IN
CUNY, Lehman	Peguero, Valentina	Wiscnsn, StevensPt	WI
Denver, U of	Pasha, Mustapha	Webster U [NTG]	MO
Duke U	Martinez, Luis	Augusta C	GA
Emory U	Sills Jr., Clarence	U.S. Naval Acad	MD
Florida State U	Baughman, Timothy	Benedictine C	KS
Harvard U	Baseler, Marilyn C	Texas, Austin	TX
Harvard U	Carlson, Eric Josef	Gustavus Adolph	MN
Harvard U	Geifman, Anna	Boston U	MA
Harvard U	Hancock, David	Harvard U	MA
Harvard U	Head, Thomas F.	Yale University	CT
Harvard U	Hickey, Paul C.	Franklin&Marshall	PA
Harvard U	Jumonville, Neil	Florida State U	FL
Harvard U	Kayali, Hasan	UC San Diego	CA
Harvard U	Kete, Kathleen	Trinity C	CT

TRAINED BY	NAME	HIRED BY	
Harvard U	Pai, Hyung	UC SntaBarbara	CA
Harvard U	Schwartz, Thomas	Vanderbilt U	TN
Harvard U	Troy, Gil	McGill U	CAN
Hawaii, U of	Sage, Stephen	Middle Tennessee	TN
Illinois, U of	Freidberger, Mark	Texas Tech	TX
Illinois, Urbana	Bontemps, Arna	Dartmouth C	NH
Illinois, Urbana	Hass, Louis	Duquesne U	PA
Indiana, Blmngtn	Albrecht, Catherine	Baltimore, U of	MD
Indiana, Blmngtn	Moss, Barbara	Georgia, U of	GA
Johns Hopkins U	Butler, Reginald	Virginia, U of	VA
Johns Hopkins U	McBride, William	James Madison	VA
Johns Hopkins U	Offutt, William	Pace U, N.Y.	NY
Johns Hopkins U	Reagin, Nancy	Pace U, N.Y.	NY
Johns Hopkins U	Smith, Pamela	Pomona College	CA
Johns Hopkins U	*Tribby, Jay*	*Florida, U of*	*FL*
Kansas, U of	Corbett, Scott	Nebraska Weslyn	NE
Kansas, U of	Steinberg, John W.	Georgia Southern	GA
Kentucky, U of	Mullen, Jay	Southern Oregon	OR
Maryland, U of	Clarke, J. Calvitt	Jacksonville U	FL
Mass, U of	Dan Lasch, Elizabeth	Syracuse U	NY
Michigan State U	Clark, Andrew	NCarolina, Wimngtn	NC
Michigan State U	Morrell, Gordon	Denison U	OH
Michigan, U of	Lansing, Carol	Florida, U of	FL
Michigan, U of	Lux, David	Bryant C	RI
Michigan, U of	Thorne, Susan	Worcester Polytech	MA
Michigan, U of	Wood, Elizabeth	MIT	MA
Minnesota, U of	Anderson, Sheldon	Miami U, Oxford	OH
Minnesota, U of	Cahn, Susan K.	Clemson U	SC
Minnesota, U of	Faue, Elizabeth	Wayne State U	MI
Minnesota, U of	McLellan, Marjorie	Miami U, Oxford	OH
Minnesota, U of	Ross, James	North Dakota S	ND
Minnesota, U of	Stadtwald, Kurt	Denison U	OH
Minnesota, U of	Thompson, J. Malcolm	Fayetteville State	NC
Missouri	McNairn, Rosemarie	Lethbridge, U of	CAN
N/A	Chasteen, John C.	NCarolina, ChplH	NC
N/A	Jestice, Phyllis	UC Davis	CA
N/A	Roberts, Mary Louise	Stanford U	CA
N/A	Smallwood, James M.	Texas, Tyler	TX
N/A	Sundwick, Karen	Southern Oregon	OR
N/A	Umansky, Laurie	Suffolk C	MA
N/A	Welsh, Michael	Northern Colorado	CO
NCarolina, ChplH	Durrill, Wayne	Cincinnati, U of	OH
NCarolina, ChplH	Gibert, Julie S.	Canisius C	NY
NCarolina, ChplH	Rankin, Richard	Queens C	NY
NCarolina, ChplH	Yonke, Eric	Wiscnsn, StevensPt	WI
New York U	Johnson, Marilynn	Southern Methodist	TX
New York U	Orleck, Annelise	Dartmouth C	NH
Northwestern U	Cygan, Mary E.	Connecticut, U of	CT
Northwestern U	Money, Robyn	Maryland, CollPk	MD
Ohio State	Dicke, Thomas	SW Missouri S U	MO
Penn, U of	Brown, Phillip	Ohio State	OH
Penn, U of	Hedrick, Charles	UC SantaCruz	CA
Penn, U of	Straus, Kenneth	SUNY, Binghmtn	NY
Penn, U of	Zdatny, Steven	Augustana C	IL
Pittsburgh, U of	Bucki, Cecelia	Fairfield U	CT
Princeton U	Brooks, Barbara	CUNY, City C	NY
Princeton U	Brovkin, Vladimir	Harvard U	MA
Princeton U	Deverell, William	UC San Diego	CA
Princeton U	Dietz, Vivien	Davidson C	NC
Princeton U	Gillespie, Michele	Agnes Scott C	GA
Princeton U	Landes, Richard	Boston U	MA
Princeton U	Lim, Richard	Smith C	MA
Princeton U	Sageng, Erik	St. John's C	MD
Princeton U	Tam, Yue-Him	Macalester C	MN
Princeton U	Tsin, Michael	Illinois, Chicago	IL
Princeton U	Weil, Rachel	Georgia, U of	GA
Rice U	Turner, Elizabeth	Queens C	NY
Rochester, U of	Isserman, Maurice	Hamilton College	NY
Rochester, U of	Steigerwald, David	Ohio State	OH
Rutgers U	Devens, Carol	Central Mich U	MI
Rutgers U	Fehrenbach, Heide	Colgate U	NY
Rutgers U	Skotnes, Andor	Russell Sage C	NY
S. California, U of	Harrison, Robert T	Southern Oregon	OR
Stanford U	Cohen, Thomas	Catholic U Amer	DC
Stanford U	Conniff, Michael	Auburn U	AL
Stanford U	Friday, Karl	Georgia, U of	GA
Stanford U	Gutierrez, David	UC San Diego	CA
Stanford U	Hayden-Roy, Patrick	Nebraska Weslyn	NE
Stanford U	Keirstead, Thomas	McGill U	CAN
Stanford U	Kwan, Man Bun	Cincinnati, U of	OH
Stanford U	McClendon, Muriel	UC Los Angeles	CA
Stanford U	Neuberger, Joan	Texas, Austin	TX
Stanford U	*Ohr, Nellie*	*Vassar C*	*NY*
Stanford U	Pappas, Nicholas	Sam Houston S U	TX
Stanford U	Ravina, Mark	Emory U	GA

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Stanford U	Wynn, Charters	Texas, Austin	TX
SUNY, Binghmtn	Hunter, Carol	Earlham College	IN
SUNY, Binghmtn	McGregor, Deborah	Sangamon State	IL
Temple U	Kitroeff, Alexander	New York U	NY
Texas, Austin	French, William	British Columbia	CAN
Texas, Austin	Garcia, Maria	Texas A&M U	TX
Texas, Austin	Reese, Roger	Texas A&M U	TX
Toledo, U of	Burt, Larry	SW Missouri S U	MO
Tulane U	Sen Gupta, Gunja	East Texas S U	TX
Tulane U	Tyler, Pamela	North Carolina S	NC
UC Berkeley	Aron, Steven	Princeton U	NJ
UC Berkeley	Biocca, Dario	Dayton, U of	OH
UC Berkeley	McFadden, David	Fairfield U	CT
UC Berkeley	Scholten, Joseph B.	Michigan State U	MI
UC Berkeley	Silber, Nina	Boston U	MA
UC Berkeley	Tien, Anita	Wellesley C	MA
UC Berkeley	Wigen, Karen	Duke U	NC
UC Los Angeles	Beck, Hermann	Miami, CoralGabl	FL
UC Los Angeles	Essah, Patience	Auburn U	AL
UC Los Angeles	Lee, Chana	Florida, U of	FL
UC Los Angeles	Schoenbum, David	Georgia, U of	GA
UC San Diego	Welch, Kimberly	Scripps C	CA
UC San Diego	Whayne, Jeannie	Arkansas, Faytvl	AR
UC SantaCruz	Mani, Lata	UC Davis	CA
UC SntaBarbara	Potts, Cassandra	Middlebury C	VT
UCalifornia	Spalding, Karen	Boston C	MA
UCalifornia	Van De Mark, Brian	U.S. Naval Acad	MD
Vanderbilt U	Carrafiello, Michael L.	East Carolina U	NC
Vanderbilt U	Cornell, Cecilia	Sangamon State	IL
Virginia, U of	Appleby, David	U.S. Naval Acad	MD
Virginia, U of	Coon, Lynda	Arkansas, Faytvl	AR
Virginia, U of	Gaines, Jena	Mount Holyoke C	MA
Virginia, U of	McDonough, Julia	Knox C	IL
Virginia, U of	Moore, John	Radford U	VA
Virginia, U of	Pratt, Edward	Wiscnsn, Milwauk	WI
Virginia, U of	Reiter , Kimberly	John B. Stetson	FL
Washington, U of	Greenberg, Daniel	Pace U, N.Y.	NY
Washington, U of	Lewis, James	CUNY, City C	NY
Washington, U of	Roberts, Philip	Wyoming, U of	WY
Washington, U of	Rowe, Mary Ellen	Centrl Missouri S	MO
William & Mary	Ashcraft-Eason, Lillian	Bowling Green S	OH
William & Mary	Forest, Michael	Wiscnsn, StevensPt	WI
William & Mary	Hughes, Sarah	Shippensburg	PA
William & Mary	Mayer, Holly A.	Duquesne U	PA
Wiscnsn, Madison	Euragne, Dario	Trinity C	CT
Wiscnsn, Madison	Gordon, Colin	British Columbia	CAN
Wiscnsn, Madison	Simpson, Brooks	Arizona State U	AZ
Wiscnsn, Madison	Weems, Robert	Missouri, Columbia	MO
Wiscnsn, Madison	Whelan, Irene	Manhattanville C	NY
Wiscnsn, U of	Brown, Kathleen	Princeton U	NJ
Wiscnsn, U of	Figueroa, Luis	Connecticut, U of	CT
Yale University	Ballard, Barbara	Davidson C	NC
Yale University	Bergman, Jay	Central Conn SU	CT
Yale University	Cormack, Margaret	Smith C	MA
Yale University	Green, Julia	Missouri, Kansas	MO
Yale University	Harsh, Donna	Carnegie Mellon	PA
Yale University	Higgins, Kathleen	Iowa, U of	IA
Yale University	Hunter, Jane	Lewis & Clark C	OR
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(CAN)Toronto, U of	Loo, Tina	Simon Fraser U	CAN
(ASTRL)Sydney, U	Winichakul, Thongchai	Wiscnsn, Madison	WI
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(GR)Bonn U of	Hunefeldt Frode, Christine	UC San Diego	CA
(GR)Ruhr-Bochum	Domansky, Elizabeth	Washington, U of	WA
(HLND)Amsterdam	Seidman, Mike	NCarolina, Wimngtn	NC
(IRLAND)Trinity C	Pollard, Miranda	Georgia, U of	GA
(ISRL)Hebrew U	Bodian, Miriam	Michigan, AnnArb	MI
(UK)Leeds	Golinski, Jan	New Hampshire	NH
(UK)London, U of	Calkins, Laura	Oglethorpe U	GA
(UK)London, U of	Gay, Hannah	Simon Fraser U	CAN
(UK)London, U of	Millette, James	Denison U	OH
(UK)Oxford U	Brown, Howard Gordon	Smith C	MA
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